

**Wisconsin  
Student  
Assessment  
System**

# GUIDE

**for  
District Assessment Coordinators  
and  
School Assessment Coordinators**

Grades 3 through 8 and 10

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# Table of Contents

<b>Section 1</b>	<b>Introduction</b> .....1
	Purpose of This Guide.....1
	About the WSAS.....1
	About the WKCE.....1
	About the WAA-SwD.....2
	What Does the WSAS Measure?.....2
	Why Do We Test?—Federal Law and Statutory Requirements.....3
	Contact Information.....4
	Important Dates.....5
<b>Section 2</b>	<b>Test Security</b> .....6
	Importance of Test Security.....6
	Who Is Responsible for Test Security.....6
	Security Throughout the Testing Process.....6
	Consequences of Violations.....6
<b>Section 3</b>	<b>Test Materials and Procedures</b> .....7
	<b>Before Testing</b> .....7
	Delivery of Test Materials.....7
	Test Materials Inventory.....7
	Braille Edition.....9
	Large-Print Edition.....9
	Student Pre-ID Labels.....9
	Student Information Page.....13
	<b>During Testing</b> .....14
	Test Window.....14
	WKCE Test Times.....14
	Testing Schedules.....15
	Accommodations.....15
	<b>After Testing</b> .....16
	WKCE Student Assessment Report.....16
	WAA-SwD Student Assessment Report.....18
	School Header Sheet.....20
	School/Group List.....22
	Record Editing System (RES).....24
	<b>Packaging the Test Materials</b> .....24
	Retaining Test Books.....24
	SAC Return of Materials to DACs.....24

	<b>Procedures for Returning Materials to CTB/McGraw-Hill.....</b>	<b>25</b>
	Materials.....	25
	STEP 1—Checking Test Books.....	25
	STEP 2—Checking the School/Group List.....	28
	STEP 3—Return-Shipping Labels.....	28
	STEP 4—Preparing Boxes for Shipment.....	29
	STEP 5—Pickup of Test Materials.....	29
<hr/> <b>Section 4</b>	<b>Test Results.....</b>	<b>31</b>
	Materials Made Available for DACs.....	31
<hr/> <b>Section 5</b>	<b>Test Administration Roles.....</b>	<b>32</b>
	<b>Responsibilities of District Assessment Coordinators (DACs)...</b>	<b>32</b>
	Before Testing.....	32
	During Testing.....	33
	After Testing.....	33
	Packaging Checklist for District Assessment Coordinators.....	34
	Wisconsin Record Editing System (RES).....	35
	<b>Responsibilities of School Assessment Coordinators (SACs).....</b>	<b>36</b>
	Before Testing.....	36
	During Testing.....	37
	After Testing.....	37
	<b>Checklist for School Assessment Coordinators.....</b>	<b>42</b>
	1. Sort Test Materials.....	42
	2. Return Used/“TO BE SCORED” Test Materials to the DAC.....	42
	3. Unused Test Materials.....	45
	<b>Glossary of Assessment Terms.....</b>	<b>46</b>
	<hr/> <b>WSAS Policy &amp; Procedure Manual</b>	

## Introduction

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### ***Purpose of This Guide***

This guide was developed for use by Wisconsin District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) to assist in the administration of the Wisconsin Student Assessment System (WSAS) for the Fall 2009 testing program.

To ensure smooth implementation of the testing program, everyone who works with the assessments must work together and become familiar with the contents of this guide and the content of other test administration materials, paying careful attention to details.

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### ***About the WSAS***

The Wisconsin Student Assessment System is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The WSAS includes the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).

All students enrolled in Wisconsin public schools must be accounted for through this process. If a student who was expected to take the WKCE test does not take the WKCE, a blank test book—with either the student pre-ID label or the Student Information Page completed—must be returned for that student. If a student who was expected to take the WAA-SwD test does not take the WAA-SwD, a blank student Answer Document—with either the student pre-ID label or the Student Information Page completed—must be returned for that student.

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### ***About the WKCE***

The Fall 2009 Wisconsin Knowledge and Concepts Examination (WKCE) is customized to measure the Wisconsin Model Academic Standards (WMAS) and is developed and designed by the Department of Public Instruction and Wisconsin educators in conjunction with CTB/McGraw-Hill. This standardized test is comprised of items specifically designed for Wisconsin and a few commercially developed questions used in schools across the country.

For grades 3–8, the test consists of four forms (A, B, C, and D). Grade 10 has only one form.

Students in grades 3, 5, 6, and 7 take tests in Reading and Mathematics. The Reading and Mathematics tests include multiple-choice and short-answer items.

Students in grades 4, 8, and 10 take tests in Reading, Mathematics, Science, Language Arts, Writing, and Social Studies. The Reading and Mathematics tests include multiple-choice and short-answer items. Science, Language Arts, and Social Studies have multiple-choice items only. The Writing test consists of one writing prompt.

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**About the WAA-SwD**

The Wisconsin Alternate Assessment for Students with Disabilities is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations. The WAA-SwD is aligned to the Extended Grade Band Standards developed by the Department of Public Instruction and Wisconsin educators.

Students in grades 3, 5, 6, and 7 are assessed in Reading and Mathematics. Students in grades 4, 8, and 10 are assessed in Reading, Mathematics, and Science. The tests for all content areas within a grade level are combined into two books: The Teacher Test Book contains the test administrator's protocol for each content area tested at that grade level; the Student Test Book is presented to the student and contains all the graphics and answer choices for each item. The test administrator records the answers indicated by the student on a machine-scannable WAA-SwD student Answer Document.

The performance levels for Social Studies, Language Arts/Writing are determined through rater scales based upon classroom evidence in grades 4, 8, and 10. These scores should be recorded on the back of the WAA-SwD student Answer Document. For more information, see <http://dpi.wi.gov/oea/waa.html>.

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**What Does the WSAS Measure?**

The purpose of the WSAS is to provide:

- information about student attainment of subject-area proficiency to students, parents, and teachers;
- information to support curriculum and instructional planning; and
- a measure of accountability for schools and districts.

The results of the WSAS are used by the Department of Public Instruction (DPI) as an accountability measure for school improvement to:

- meet its statutory requirement of identifying low-performing schools as stipulated by Wisconsin s. 115.38(4);
- meet the federal Title I (NCLB) requirement to determine how well children are learning; and
- determine the extent to which schools and districts across the state are meeting the Wisconsin proficiency standards.

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**Why Do We Test?—  
Federal Law and Statutory  
Requirements**

In the 2005–06 school year, the federal No Child Left Behind Act required all states to test all students in Reading and Mathematics in grades 3 through 8 and once in high school (grade 10 under Wisconsin s. 118.30). These tests are referred to as the WSAS, which includes the WKCE and the WAA-SwD. Student performance on these assessments is reported in categories and used to determine the adequate yearly progress of students at the school, district, and state levels. For details, see the “WSAS Policy & Procedure Manual” section of this book.

Since September 1, 2002, WKCE scores have been used as one of several criteria for advancing students from fourth to fifth grade and from eighth to ninth grade. The other criteria are academic performance, teacher recommendations based on academic performance, and any other academic criteria specified by the local school board. Fourth- and eighth-graders in the 2002–03 school year were the first group affected by this policy.

Wisconsin s. 118.30 requires the state to test students in Language Arts, Science, Social Studies, and Writing in grades 4, 8, and 10. This with the federally required Reading and Mathematics testing is designed to compare a student’s strengths and needs with clearly defined standards, skill levels, or areas of knowledge.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state- and district-wide assessments. Specifically, IDEA stipulates, “children with disabilities are included in general State and district-wide assessment programs with accommodations, where necessary.” In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the Individualized Education Program (IEP) team determines that participation in the standard state assessment is inappropriate for the student. The WAA-SwD is administered to these students.

## Contact Information

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**For Assistance with  
Testing Materials and  
Processing**

Contact CTB/McGraw-Hill's Wisconsin Help Desk:

- Telephone (800) 282-2203
- Fax (888) 282-0526
- E-mail [WisconsinResHelpdesk@ctb.com](mailto:WisconsinResHelpdesk@ctb.com)

Representatives will be available from 7:30 A.M. to 5:00 P.M. Central Time. CTB/McGraw-Hill's fax is available 24 hours a day.

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**For General WKCE  
Information**

Contact Viji Somasundaram at the Wisconsin Department of Public Instruction (DPI):

- Telephone (608) 267-7268
- E-mail [visalakshi.somasundaram@dpi.wi.gov](mailto:visalakshi.somasundaram@dpi.wi.gov)

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**For General WAA-SwD  
Information**

Contact Kristen Kehoe at the Wisconsin Department of Public Instruction (DPI):

- Telephone (608) 267-3164
- E-mail [kristen.kehoe@dpi.wi.gov](mailto:kristen.kehoe@dpi.wi.gov)

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**To Arrange Pickup of  
Materials for Return to  
CTB/McGraw-Hill for  
Scoring**

District Assessment Coordinators are to use CTB/McGraw-Hill's online process at <http://programs.ctb.com/WSAS> (the URL is case-sensitive) to register for return shipping. DACs without online access should call the CTB/McGraw-Hill Wisconsin Help Desk at (800) 282-2203.

IMPORTANT: Calls to arrange for pickup of materials must be made no later than December 7, 2009.

**Note:** Do not use your own carrier.

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**For Information Regarding  
the Wisconsin Student  
Number Locator System**

Access the Wisconsin Department of Public Instruction Web site at <http://dpi.wi.gov/lbstat/esea051304.html>.



## Important Dates

**HELPFUL HINT:**  
This schedule of important dates can be photocopied and posted for quick reference.

**NOTE:**  
WSAS used and unused test materials refers to all WKCE test books "TO BE SCORED" and "NOT TO BE SCORED." This also includes all WAA-SwD Student Answer Documents "TO BE SCORED" and "NOT TO BE SCORED," Teacher test books, and Student test books.

EVENT	DATE
<b>Pre-Test Workshop</b> —The WSAS Pre-Test Workshop will be held as a webcast on	September 25, 2009
<b>Wisconsin Student Number Locator System</b> —Districts update enrollment information in the Wisconsin Student Number Locator System (WSLS) for pre-ID label production by	September 30, 2009
<b>Test Coordinator's Kits (TCK)</b> —Kits containing test documents and other materials pertinent to the program will be on site with the District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) by	October 9, 2009
<b>Test Materials</b> —Test materials for grades 3 through 8 and 10 are received by DACs by	October 9, 2009
<b>DACs Distribute Test Materials to School Assessment Coordinators (SACs)</b> —DACs complete distribution of test materials to SACs	October 12–16, 2009
<b>Report Shortages of Test Materials</b> —DACs complete inventory of test materials and report shortages to CTB/McGraw-Hill	October 19–23, 2009
<b>Pre-ID Labels</b> —DACs receive first shipment of pre-ID labels by	October 20, 2009
<b>DACs Receive Second Shipment of Pre-ID Labels</b> by	November 12, 2009
<b>Testing Window</b> —Testing may NOT begin before the start of the testing window and may NOT extend beyond the closing of the testing window. All testing for both the WKCE and the WAA-SwD must be completed within these posted dates. No testing is allowed before or after the official testing window.	October 26–November 27, 2009
<b>SACs Return WSAS used and unused test materials</b> —SACs must return students' completed test books and student Answer Documents to DACs the day after testing is completed or no later than	December 1, 2009
<b>DACs Arrange for Pickup of WSAS used and unused test materials</b> —DACs must contact CTB/McGraw-Hill online for pickup of students' test books and Answer Documents no later than	December 7, 2009
<b>Pickup of WSAS used and unused test materials by CTB/McGraw-Hill</b> —Deadline for CTB/McGraw-Hill to pick up test books and student Answer Documents is no later than	December 9, 2009
<b>ISES and WSLS Data Updates</b> —Districts complete and update the ISES and WSLS data collections by	December 10, 2009
<b>Record Editing System (RES) Updates by DACs</b> —DACs correct student demographic data errors and omissions	January 13–22, 2010
<b>Record Editing System Updates by CTB/McGraw-Hill</b> —CTB/McGraw-Hill validates RES data	January 25–27, 2010
<b>Optional Products</b> —Schools and districts must send their optional products order to CTB/McGraw-Hill by	February 27, 2010
<b>Phase I Test Results</b> —First phase of test results, including student reports, will be shipped by	February 18, 2010
<b>Phase II Test Results</b> —District and school performance reports will be available online by	March 12, 2010
<b>Phase III Test Results</b> —District and school reports will be available online by	March 12, 2010

## Test Security

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### **Importance of Test Security**

The primary goal of WSAS test security is to protect the integrity of the tests. To ensure that trends in achievement results can be calculated across years to provide longitudinal data, a certain number of test questions are repeated from year to year. If any of these questions are made public, the validity of the test may be compromised. If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and other disciplinary actions may be taken.

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### **Who Is Responsible for Test Security?**

Everyone who works with the assessments, communicates test results, and/or receives testing information is responsible for test security. This includes:

- Wisconsin Department of Public Instruction (DPI) staff
- District Administrators
- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)
- Students, parents, and the community at large
- Certified and non-certified public school staff
- Cooperative Educational Service Agencies (CESAs) staff

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### **Security Throughout the Testing Process**

All test materials must be kept secure. **Do not photocopy or duplicate** any portion of a test book at any time. Test books and WAA-SwD student Answer Documents must be kept in a locked storage cabinet or area before and after all testing sessions. Test security is the responsibility of the entire school community.

Under certain circumstances and in secure situations, the test may be photocopied for specific accommodations needed for individual students. All photocopies must be shredded immediately after use.

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### **Consequences of Violations**

Administrators, certified and non-certified school staff, students, and parents must adhere to security procedures before, during, and after testing.

Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples might include a written reprimand, suspension, or termination of contract.

**For more information on test security, see the “WSAS Policy & Procedure Manual” section of this book.**

## Test Materials and Procedures

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### Before Testing

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#### **Delivery of Test Materials**

Test materials will be received by districts no later than October 9, 2009. District Assessment Coordinators (DACs) must inventory all materials immediately and report any shortages no later than October 23, 2009, so that any shortages can be remedied before the testing window begins. Shortages of test materials should be reported to CTB/McGraw-Hill's Wisconsin Help Desk at (800) 282-2203.

DACs will automatically receive an overage of test materials to cover any initial shortages. **CTB/McGraw-Hill will accept reports of shortages from DACs only.** School Assessment Coordinators (SACs) must report any shortages of test materials to their DAC.

Schools in the Elmbrook, Green Bay, and Milwaukee districts will report WKCE shortages directly to CTB/McGraw-Hill. These schools will receive WKCE materials from CTB/McGraw-Hill for scoring and reporting.

All WAA-SwD materials will be shipped to the districts. DACs will sort WAA-SwD materials and distribute them to SACs. CTB/McGraw-Hill will only accept reports of shortages from DACs.

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#### **Test Materials Inventory**

Materials will be shipped to DACs before testing and must be distributed to School Assessment Coordinators by October 16, 2009. A brief description of the materials that are part of the Fall 2009 WSAS is provided below.

**Test Coordinator's Kit (TCK)—The following materials are included in the TCK:**

- **School Header Sheets**

Each school receives eight copies of the precoded rust-colored WKCE School Header Sheet (SHS) and six copies of the precoded blue WAA-SwD School Header Sheet for each school. Each School Header Sheet comes preprinted with the school name, school number, and lowest grade in the school. The SAC is required to complete the information boxes on the SHS for the appropriate test.

- **School/Group List**

Each school receives a precoded School/Group List (SGL). Be sure to account for all students who are expected to take the WKCE and the WAA-SwD on the single SGL. The SAC is required to ensure that all information on the SGL is correct and that all enrolled students are accounted for with either a WKCE test book or a WAA-SwD student Answer Document.

- **Return Shipping Labels**

Two types of shipping labels are included for the return of test books—pink “TO BE SCORED” labels and white “NOT TO BE SCORED” labels.

- **Optional Products Order Form**

Use this form to order materials that are not provided under the WSAS program. Each district is responsible for purchasing any optional materials it chooses to use.

Various updates and special instructions may be included.

### **WKCE Test Materials**

- **WKCE Test Books**

Test books are scannable; therefore, the student does not need to record the answers on a separate answer sheet.

- **Braille and Large-Print Test Books**

Large-Print test books will be included with all testing materials if ordered by the district. Braille test books will be shipped to districts October 5–9, 2009, in a separate shipment.

- **Mathematics Punch-Out Tools**

Punch-out tools are necessary for the completion of the Mathematics section of the WKCE and are shrink-wrapped with the test books at the bottom of each package.

- **WKCE *Directions for Test Administration* Manual**

The directions contain all instructions needed to administer the test and can be found at the bottom of each shrink-wrapped package of test books.

- **WKCE Student/Parent Pre-Test Information Brochure**

This brochure contains information about the WKCE in a user-friendly format, and it should be distributed to students to take home before testing begins. The brochure includes a summary of the testing program and test objectives. The Spanish and Hmong versions of the Brochure are also available online at <http://dpi.wi.gov/oea/publications.html>.

- **WKCE Stack Cards (for returning used test books)**

### **WAA-SwD Test Materials**

- **Teacher Test Books and Student Test Books**

Each student taking the WAA-SwD should receive one teacher test book and one student test book containing all content areas assessed in that grade. WAA-SwD test books are non-scannable.

- **Student Answer Documents**

There is one student Answer Document for each student taking the WAA-SwD. Test administrators will record answers on this scannable form with a No. 2 pencil.

- **WAA-SwD Envelopes (for returning used student Answer Documents)**

- **WAA-SwD Directions for Test Administration Manual**  
This manual contains all instructions needed to administer the WAA-SwD. There is only one manual, containing instructions for all grade levels and all content areas.
- **WAA-SwD Student/Parent Pre-Test Information Brochure**  
This brochure, which is only available online at <http://dpi.wi.gov/oea/publications.html>, contains information about the WAA-SwD in a user friendly format, and it may be downloaded, copied, and distributed to students to take home before testing begins. The brochure includes a summary of the testing program and test objectives. Spanish and Hmong versions are also available online.

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### **Braille Edition**

Braille editions of the WKCE are available for students who are blind or visually impaired in your school or district. Special accommodations may be necessary when administering the Braille edition of the test. Please check the student's Individualized Education Program (IEP) for any special accommodations.

For those districts that have ordered and received Braille and Large-Print editions, administration manuals will be included in the shipment of the test. Please remember that when administering a Braille or Large-Print test, the answers must be transcribed into a regular WKCE book with a **No. 2 Pencil** for scoring.

Braille editions of the WAA-SwD are available (through DPI) for students who are blind or visually impaired. Test administrators are responsible for recording student responses onto a WAA-SwD student Answer Document to be returned to CTB for scoring. **The used Braille test book must be returned with the unused test books.**

WAA-SwD Braille materials and picture descriptions will be sent by DPI, not CTB/McGraw-Hill.

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### **Large-Print Edition**

Students who take the WKCE Large-Print edition mark their responses directly in the Large-Print test book. **School staff must transcribe verbatim the student's responses into a regular WKCE test book using a No. 2 pencil and return it to CTB with the rest of the students' test books for scoring.** The used Large-Print test book must be returned with the unused test books.

The WAA-SwD is printed in large-print font (18-point type). If the student's IEP allows for it, additional magnification may be allowed. Please refer to the Assessment Accommodations Matrix in the "WSAS Policy & Procedure Manual" section of this book.

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### **Student Pre-ID Labels**

Accurate and efficient collection of student data is essential for the production of correct reports. These data are needed to make sure that individual student scores and school and district aggregate and disaggregate scores are reported accurately and meet the accountability provisions under state and federal laws.

Pre-ID barcode labels containing student demographics will be provided to all Wisconsin public school districts. Data contained on these labels will come from the Wisconsin Student Number Locator System (WSLS) and Individual Student Enrollment System (ISES) databases maintained at the Department of Public Instruction (DPI). See your district WSLS/ISES administrator to make sure that district updates have been made to these databases. Electronically collecting student demographic information allows CTB/McGraw-Hill to provide your district with pre-ID labels for your students. This eliminates the need for hand-coding student data at the time of testing.

DPI will provide CTB/McGraw-Hill with preliminary student barcode information. DPI will send a student data file to CTB/McGraw-Hill on October 1, 2009, containing up-to-the-minute enrollment data pulled from the WSLS. These data will include student names, IDs (local and Wisconsin Student Number), gender, race, and other identifying information from the WSLS. These data will be combined in student barcode labels based on the WSN, using 2009–10 data when available or 2008–09 ISES data if more current data are not available. These additional ISES data will include grade, ELL status, migrant status, economic status, disability, and other relevant ISES data elements.

In some cases, the label data may not be completely accurate for a given student. Administrators are still to use the label. Any errors on the label can be corrected through the ISES data collection, which will be open through the middle of November 2009. When ISES data are locked for the state (in early December), DPI will send a final file to CTB/McGraw-Hill to bring all student records up to date. The final file will contain all of the same data that the October file contained but will use the updated 2009–10 ISES data. Districts will have the opportunity to use the Record Editing System in January 2010 to correct any errors that may have occurred.

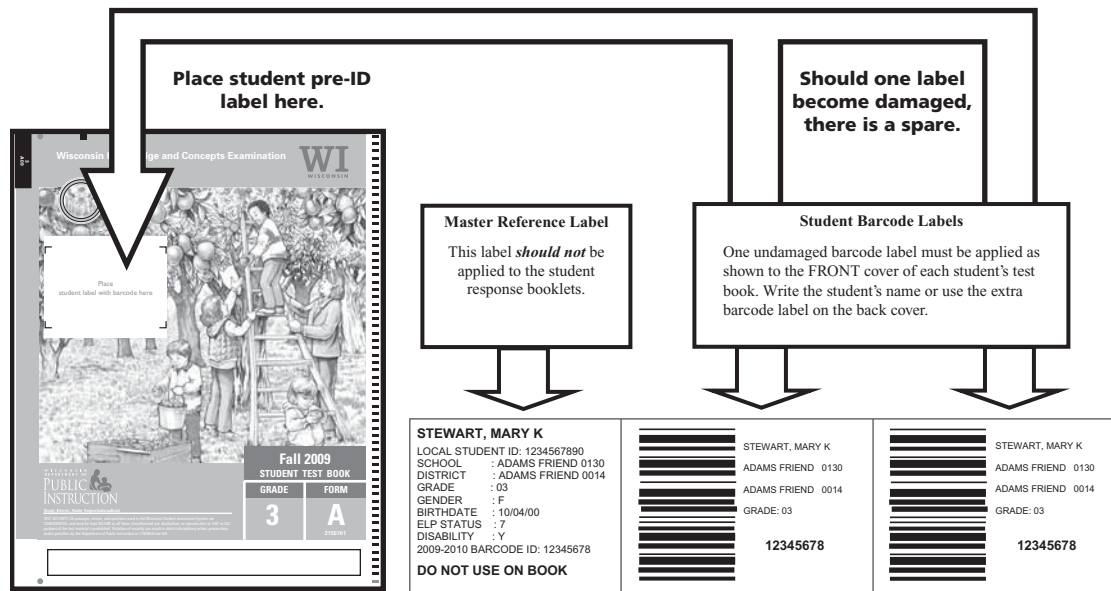
**Districts should make sure that their WSLS database is updated by September 30, 2009,** and that their ISES data collection is completed as accurately and quickly as possible. If a student who was expected to take the WKCE test does not take the WKCE, a blank test book—with either the student pre-ID label or the Student Information Page completed—must be returned for that student. If a student who was expected to take the WAA-SwD test does not take the WAA-SwD, a blank student Answer Document—with either the student pre-ID label or the Student Information Page completed—must be returned for that student. See the following table:

<b>Test</b>	<b>Students Tested</b>	<b>Students Not Tested</b>
WKCE	Completed test book with student label or Student Information Page completed returned to CTB/McGraw-Hill.	Blank test book with student label or Student Information Page completed returned to CTB/McGraw-Hill.
WAA-SwD	Completed student Answer Document with student label or Student Information Page completed returned to CTB/McGraw-Hill.	Blank student Answer Document with student label or Student Information Page completed returned to CTB/McGraw-Hill.

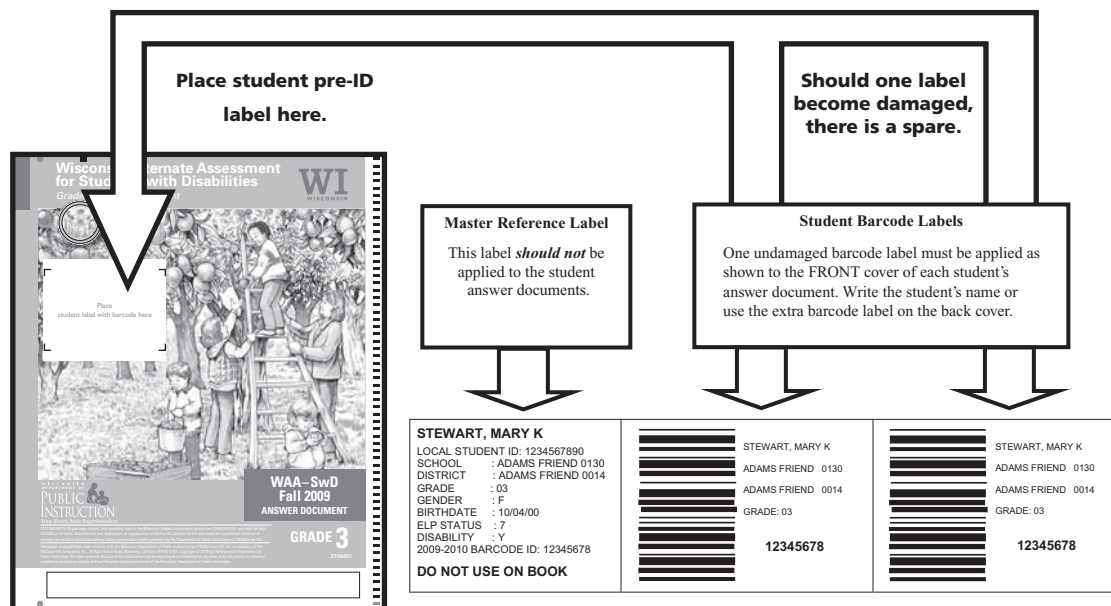


A pre-ID label for each student must be affixed to the front cover of the WKCE test book or the WAA-SwD student Answer Document.

### WKCE Test Book Label Placement



### WAA-SwD Student Answer Document Label Placement





**Student Information Page**  
(inside front cover of  
the test book or student  
Answer Document)

If pre-ID labels are not available for a student, then the Student Information Page must be completed for that student. All data on this page must be accurate. A sample of the Student Information Page is shown below. Instructions for completing the page are given in the *Directions for Test Administration* manuals. This page needs to be completed if a pre-ID label is unavailable for the student.

**Sample of Student Information Page**

(Please use a No. 2 pencil to complete this page.)

STUDENT'S NAME			BIRTH DATE	TEACHER		
Last	First	M.I.	Month	Day	Year	
Jan <input type="radio"/>	00	00	SCHOOL			
Feb <input type="radio"/>	11	1	DISTRICT			
Mar <input type="radio"/>	22	2				
Apr <input type="radio"/>	33	3				
May <input type="radio"/>	44	4				
Jun <input type="radio"/>	55	5				
Jul <input type="radio"/>	66	6				
Aug <input type="radio"/>	77	7				
Sep <input type="radio"/>	88	8				
Oct <input type="radio"/>	99	9				
Nov <input type="radio"/>			Female <input type="radio"/> Male <input type="radio"/>			
Dec <input type="radio"/>						

For School/District Use Only (To be completed after testing)	
Local Student I.D.	Optional Field
A B C D E F G H I J	K L M N O P Q R S T
0000000000	0000000000
1111111111	1111111111
2222222222	2222222222
3333333333	3333333333
4444444444	4444444444
5555555555	5555555555
6666666666	6666666666
7777777777	7777777777
8888888888	8888888888
9999999999	9999999999

WI STUDENT NUMBER	ETHNICITY (mark one)	TESTING STATUS	SPECIAL STATUS
0000000000	A <input type="radio"/> Asian/ Pacific Islander	P <input type="radio"/>	Indicate all that apply. Special status will be recorded as "none" if none are marked.
1111111111	B <input type="radio"/> Black (not of Hispanic origin)		D <input type="radio"/> U <input type="radio"/> L <input type="radio"/>
2222222222	H <input type="radio"/> Hispanic		H <input type="radio"/> M <input type="radio"/> Z <input type="radio"/>
3333333333	I <input type="radio"/> American Indian/ Alaska Native		
4444444444	W <input type="radio"/> White (not of Hispanic origin)		
5555555555			
6666666666			
7777777777			
8888888888			
9999999999			

For School/District Use Only	
Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle.	
1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/>	6 <input type="radio"/> 7 <input type="radio"/>
Limited English Proficient	English Proficient
<b>MOBILITY STATUS</b>	
Has student been in THIS DISTRICT for a full academic year? NO <input type="radio"/>	
Has student been in THIS SCHOOL for a full academic year? NO <input type="radio"/>	
"Yes" will be assumed unless "NO" is marked.	

District of Residence
0000
1111
2222
3333
4444
5555
6666
7777
8888
9999

Complete this form only if the pre-ID label is unavailable. This information is required for all students enrolled, including students tested and students not tested, to produce summary reports.

## During Testing

### Test Window

The WSAS testing window is October 26–November 27, 2009.

Schools may not begin testing before October 26, 2009.

### WKCE Test Times

#### Total testing times\*:

Grade 3	4:15
Grade 4	6:35
Grade 5	4:15
Grade 6	4:35
Grade 7	4:35
Grade 8	6:55
Grade 10	6:00

**\*Totals do not include time needed for reading directions, distributing and collecting materials, and breaks.**

### Reading

Grade	Session 1	Session 2	Session 3	Session 4	Total
3	40	40	40	30	150
4	40	40	40	30	150
5	40	40	40	30	150
6	40	40	40	30	150
7	40	40	40	30	150
8	40	40	40	30	150
10	35	35	40	n/a	110

**Note:** Timing does not include time for test administration tasks and breaks. Add approximately 10–15 minutes each day to distribute materials, read directions, and collect materials to estimate total time needed. Add time for breaks between sessions if more than one session is administered on the same day.

### Mathematics

Grade	Session 1	Session 2	Session 3	Session 4a	Session 4b	Total
3	25	30	30	5	15	105
4	25	30	30	5	15	105
5	25	30	30	5	15	105

Grade	Session 1	Session 2	Session 3	Session 4	Session 5a	Session 5b	Total
6	30	25	25	25	5	15	125
7	30	25	25	25	5	15	125
8	30	25	25	25	5	15	125
10	15	25	25	25	n/a	n/a	90

**Note:** Timing does not include time for test administration tasks and breaks. Add approximately 10–15 minutes each day to distribute materials, read directions, and collect materials to estimate total time needed. Add time for breaks between sessions if more than one session is administered on the same day.

### Science

Grade	Session 1	Session 2	Total
4	40	n/a	40
8	40	n/a	40
10	25	25	50

**Note:** Timing does not include time to distribute materials, read directions, and collect materials. Add approximately 10–15 minutes to estimate total time needed.

### Language Arts & Writing

Grade	Language Arts	Writing	Total
4	30	30	60
8	30	30	60
10	30	30	60

**Note:** Timing does not include time to distribute materials, read directions, and collect materials. Add approximately 10–15 minutes to estimate total time needed.

### Social Studies

Grade	Session 1	Session 2	Total
4	40	n/a	40
8	40	n/a	40
10	25	25	50

**Note:** Timing does not include time to distribute materials, read directions, and collect materials. Add approximately 10–15 minutes to estimate total time needed.

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### Testing Schedules

**Testing for both the WKCE and the WAA-SwD should not begin before the scheduled testing window.** The Department of Public Instruction recommends the majority of testing be completed within the first two weeks of the testing window, leaving the remaining weeks for make-up sessions. This will help reduce the difficulty of trying to test students who move in the later part of the testing window. Suggested testing schedules are available in the *Directions for Test Administration* manuals located at <http://dpi.wi.gov/oea/publications.html>.

The WAA-SwD is not a timed test but a one-on-one administration that can be completed as the test administrator deems appropriate for the student as long as it is within the testing window. For more information, refer to the WAA-SwD *Directions for Test Administration* manual.

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### Accommodations

The Assessment Accommodations Matrix is available in the “WSAS Policy & Procedure Manual” section of this book. This will help you decide what accommodations are appropriate for the relevant students while administering the tests. If a student requires an accommodation

that is not on the accommodations matrix, you may request approval of the accommodation by completing the form at <http://dpi.wi.gov/oea/dacforms.html>. Complete the Request for Accommodation form and submit it to DPI prior to testing.

For students with disabilities, accommodations for testing must be documented in the student's IEP. The test book may be obtained prior to administration for the programming of assistive technology devices and for preparation of manipulatives. All information programmed into an assistive technology device for test administration must be deleted when testing is complete.

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## ***After Testing***

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### ***WKCE Student Assessment Report (back cover of the test book)***

The WKCE Student Assessment Report, on the back cover of the WKCE test books for grades 3–8 and 10, must be completed for all students who used one or more accommodations on the WKCE. Please refer to Appendix A to see if an accommodation is allowed for a given student. Be sure to use a **No. 2 pencil** when filling out the Student Assessment Report. Before beginning, verify that the student or school/district staff has printed the student's name in the space provided on the back cover of the test book. An extra CTB-provided label may be used on the back cover if the district chooses. Do not use a self-generated label as this may jam the scoring machines.

## Sample of WKCE Student Assessment Report

Wisconsin Student Assessment System (WSAS)							
<b>Student Assessment Report</b>							
Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.						
<b>WKCE Assessment Accommodations</b>							
<p><b>Directions:</b> Complete this section for students who participated in the WKCE with one or more accommodations. Fill in all that apply.</p> <p>The following accommodations are NOT intended for use with all students. Please refer to the <b>Assessment Accommodations Matrix</b> in the WSAS <i>Guide for District Assessment Coordinators and School Assessment Coordinators</i> to see if an accommodation is allowed for a given student based on ELL and/or disability status.</p>							
Type of Accommodation	Reading	Math					
Used a scribe	<input type="radio"/>	<input type="radio"/>					
Provided extra time	<input type="radio"/>	<input type="radio"/>					
Read test questions and content to student		<input type="radio"/>					
Used DPI-provided test translation		<input type="radio"/>					
Used locally-provided test translation		<input type="radio"/>					
Used DPI-provided glossary of terms		<input type="radio"/>					
Used "text-talker"		<input type="radio"/>					
Signed test questions and content to student		<input type="radio"/>					
Used another DPI-approved accommodation	<input type="radio"/>	<input type="radio"/>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Used DPI-provided Braille test</td> <td style="width: 10%; text-align: center; padding: 5px;"><input type="radio"/></td> </tr> </table>						Used DPI-provided Braille test	<input type="radio"/>
Used DPI-provided Braille test	<input type="radio"/>						

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**WAA-SwD Student  
Assessment Report  
(back cover of the student  
Answer Document)**

The WAA-SwD Student Assessment Report, on the back cover of the WAA-SwD student Answer Document for grades 3–8 and 10, must be completed for all students who used one or more accommodations on the WAA-SwD. Please refer to Appendix A to see if an accommodation is allowed for a given student. Be sure to use a **No. 2 pencil** when filling out the Student Assessment Report. Before beginning, verify that the student or school/district staff has printed the student's name in the space provided on the back cover of the student Answer Document.

The performance levels for Social Studies, Language Arts, and Writing, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence and are to be recorded on the back of the WAA-SwD student Answer Document. For more information, see <http://dpi.wi.gov/oea/waa.html>.

## Sample of WAA-SwD Student Assessment Report

<b>Student Assessment Report</b>			
Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.		
<b>Student Performance Level Survey</b>			
<p><b>Note:</b> Read the Performance Level Descriptors located in the Extended Grade Band Standards before completing this section. This survey is used for research purposes only and will not influence the score of the student for whom you are administering the assessment. The results of this survey are completely confidential and only summary-level data will be reviewed.</p> <p><b>Directions:</b> Based on the Performance Level Descriptors and the test administrator's judgment, this student's performance rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):</p>			
	Reading	Mathematics	Science
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>WAA-SwD Assessment Accommodations</b>			
<p><b>Directions:</b> Complete this section for students who participated in the WAA-SwD with one or more of the following accommodations. Mark all that apply.</p>			
<b>Type of Accommodation</b>	Reading	Mathematics	Science
Used translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed test questions and content to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used objects or manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used another DPI-approved accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Alternate Assessment Results for Social Studies, Language Arts, and Writing</b>			
<p><b>Directions:</b> Complete this section for all students with disabilities who participated in the alternate assessment for Social Studies, Language Arts, and Writing. Results must be based upon DPI Administration Guide and Rating Scales.</p>			
	Social Studies	Language Arts	Writing
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**School Header Sheet**

The information provided on the School Header Sheet is used to produce reports about your school and district. A separate School Header Sheet must be completed for each test (WKCE SHS is rust in color, WAA-SwD SHS is blue in color) and grade tested in each school. All information entered must be complete and correct. The information you enter on this School Header Sheet will be reflected in the aggregated and disaggregated scores for your school and district.

Each School Header Sheet comes preprinted with the school name, school number, district name, district number, organization name, and lowest grade in the school. Follow the directions on the back of the sheet to fill in the remaining items. All information, whether entered manually or precoded, should be carefully reviewed for accuracy.

**Sample of WKCE School Header Sheet**

<b>School Header Sheet: Wisconsin Knowledge and Concepts Examination</b>																																																						
<b>PRINCIPAL OR DESIGNEE NAME</b>										<b>CERTIFICATION OF ADMINISTRATION</b>																																												
<div style="border: 1px solid black; height: 100px; width: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; bottom: 0; pointer-events: none;"> <!-- Grid of bubbles for marking --> </div> </div>										By signing below, I certify that: • the information on this form is complete and correct. • all efforts were made to administer this test to all eligible students. • all testing procedures, including test security procedures, were followed, according to the <i>Guide for District Assessment Coordinators and School Assessment Coordinators</i> .					<b>Tested Grade (mark only one)</b> Grade 3 <input type="radio"/> Grade 4 <input type="radio"/> Grade 5 <input type="radio"/> Grade 6 <input type="radio"/> Grade 7 <input type="radio"/> Grade 8 <input type="radio"/> Grade 10 <input type="radio"/>																																							
Principal's or Designee's Signature: _____  Date: _____  Telephone: _____										<b>WKCE Book Count</b> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>					0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9
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Sample of WAA-SwD School Header Sheet

School Header Sheet: <i>Wisconsin Alternate Assessment for Students with Disabilities</i>																									 Wisconsin Student Assessment System																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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**School/Group List**

The information you provide on the School/Group List is used by CTB/McGraw-Hill for program operation and for cross-referencing. The total number of books and answer documents on the School Header Sheets and School Group List should equal the number of test books and answer documents to be scored in the boxes shipped to CTB.

DACs are encouraged to maintain a record of test materials returned to CTB/McGraw-Hill. If the SAC did not include photocopies of the School/Group List and the School Header Sheets, the DAC should make copies when packaging materials. Originals must be returned to CTB/McGraw-Hill.

SACs are encouraged to make two sets of photocopies of the School Header Sheet(s) and School/Group Lists to maintain a record of test materials returned to CTB/McGraw-Hill. Original School Header Sheet(s) and School/Group Lists must be returned to CTB/McGraw-Hill, as CTB/McGraw-Hill can process only originals. One set of copies of these documents should be retained by the school. The second set should be stapled together and placed under the original School/Group List in the top of the first box of your shipment. These stapled copies should be retained by the DAC.

Student test books should be grouped by grade for each grade in the school. A School/Group List must be filled out and placed on top of the stacks in the first box of your school shipment. The School/Group List must have a separate entry for every WKCE SHS and every WAA-SwD SHS received from the School Assessment Coordinator.

If only one grade in the school is tested, only one line should be completed on the School/Group List. Include only one school on the School/Group List.

Provide the following information on the School/Group List. List all WKCE information first, and then list all WAA-SwD information.

**1. Principal or Designee Name**

This name must match the name on the School Header Sheet.

**2. Grade Tested**

Enter the grade(s) tested for your school. All the grades tested at your school should be listed on this form.

**3. No. of WKCE Test Books or WAA-SwD Student Answer Docs**

Enter the number of WKCE test books or WAA-SwD student Answer Documents (both tested and not tested) being returned for scoring. **For the WKCE, this number must equal the number reported in the "Total Students Enrolled Who Were Expected to Take the WKCE" box on the School Header Sheet. For the WAA-SwD, this number must equal the number reported in the "Total Students Enrolled Who Were Expected to Take the WAA-SwD" box on the School Header Sheet.**

#### 4. Total Students Enrolled

Enter the number of students enrolled.

- All enrolled students must be accounted for with either a WKCE test book or a WAA-SwD student Answer Document.
- If a student does not take any of the tests, a blank WKCE test book or blank WAA-SwD student Answer Document with either a pre-ID label or the Student Information Page completed must be shipped as TO BE SCORED for that student.

### ***Sample of School/Group List***

[illegible]

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**Record Editing System  
(RES)**

RES is scheduled for January 13–22, 2010. Districts will have 7½ days for data cleanup. Student scores will not be included in RES, in an effort to get test results out sooner. RES is an important step and is the district's last opportunity to verify student data. DACs should check to be sure that any student who took the test shows as tested, any invalidated test is actually invalidated, and that all students are listed under the correct school and district of accountability.

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**Packaging the Test Materials**


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**Retaining Test Books**

Quantities of test books for the WKCE delivered to each location will be monitored and verified when returned. Every Wisconsin public school district should keep one copy of each grade level WKCE test book to meet the Public Access Rules, Wisconsin s. 118.30 (3). Public Access Rules require public schools to make available, upon request within 90 days of the date of administration, any of the required student assessments.

Each district may keep **up to** 20 copies of the WKCE (not the WAA-SwD) at each grade level (grades 3–8 and 10) for item analysis and related professional development. These copies must be kept at a single secure location at the district. All other unused test books must be returned to CTB/McGraw-Hill.

**All WAA-SwD test materials, including all Teacher Test Books and all Student Test Books, must be returned to CTB/McGraw-Hill with the unused test materials on retrieval.** Quantities of WAA-SwD test books delivered to each location will be monitored and verified when returned. DPI and CESAs will have copies available for public access. **Districts and schools may not retain any copies of WAA-SwD materials.**

---

**SAC Return of Materials  
to DACs**

The following are needed to package and return the test materials for scoring:

- Original School Header Sheet(s)—rust colored for WKCE and blue for WAA-SwD (CTB/McGraw-Hill will not accept photocopies)
- Original School/Group List
- Stack Cards for scorable WKCE test books
- Envelopes for packaging the WAA-SwD student Answer Documents
- Paper tape for binding stacks
- Return-shipping labels
- Marking pens
- Shipping boxes (saved from original receipt of materials)

See directions under SAC responsibilities beginning on page 36.

## ***Procedures for Returning Materials to CTB/McGraw-Hill***

The DAC must check the SACs' packaging before shipment to CTB/McGraw-Hill.

If the test materials have not been packaged properly, the DAC should refer to the SAC directions. Please follow these directions to help ensure that the test results will be accurate and returned on time.

Tests must be sorted and packaged by grade and assessment.

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### ***Materials***

The following materials will be needed to package and return test materials to CTB/McGraw-Hill:

- Shipping boxes (saved from original receipt of materials)
- Stack Cards for test books to be scored
- Envelopes for packaging the WAA-SwD student Answer Documents
- Paper tape for bundling stacks
- Return-shipping labels for test books to be scored and not to be scored
- Marking pens
- Sealing tape

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### ***STEP 1—Checking Test Books***

Work with test books from one school at a time.

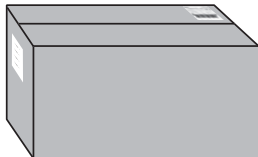

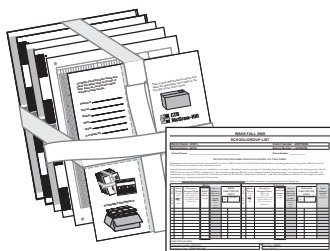
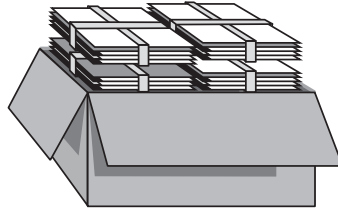
The information on the student pre-ID label overrides any information bubbled in on the Student Information Page, except for the "optional field" information. Only the "optional field" information can be used simultaneously with a student pre-ID label.

Remember, a test book must be returned for ALL students currently enrolled in the tested grade. Every student in the district must be accounted for by submitting one of the following for each student:

- A completed WKCE test book to be scored with student label or Student Information Page completed;
- A blank WKCE test book not to be scored with student label or Student Information Page completed;
- A completed WAA-SwD student Answer Document to be scored with student label or Student Information Page completed; or
- A blank WAA-SwD student Answer Document not to be scored with student label or Student Information Page completed.

Verify that the number of students and number of WKCE books shown on the WKCE Stack Cards for each grade match the student count and the book count for that grade at that school as shown on the WKCE School Header Sheet.

**Sample of WKCE Stack Card**

<p>Complete the information below, and place this Stack Card on the top of each stack as you bind the TO BE SCORED test books. The School Header Sheet goes beneath the Stack Card in each grade's first stack.</p> <p>Examiner: _____</p> <p>School: _____</p> <p>District: _____ State: _____</p> <p>Grade: _____</p> <p># of Students in this stack: _____</p> <p># of Books in this stack: _____</p> <p>Stack: _____ of _____ (e.g., 2 of 15 means the 2nd stack of the 15 stacks for this grade)</p>		<p>Place a pink TO BE SCORED return label on the side of the carton in the place provided. The carrier label goes on the top right corner.</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  <b>CTB McGraw-Hill</b> </div>
<h2 style="margin: 0;">WKCE STACK CARD</h2>		
<div style="text-align: center;">  </div> <p style="text-align: center;"><b>SCORABLE MATERIALS</b></p> <div style="text-align: center;">  </div>		<p>CARRIER: IF THE MAILING LABEL IS DAMAGED, PLEASE RETURN THE BOX AND ITS CONTENTS TO:</p> <p><b>CTB/McGraw-Hill</b>  <b>20 Ryan Ranch Road</b>  <b>Monterey, CA 93940-5703</b></p> <p>Or call (800) 282-2203 for information.</p> <p style="text-align: right;"><b>WI09-SC</b></p>

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**The WAA-SwD  
Shipping Envelope**

The WAA-SwD envelope is to be used only for “TO BE SCORED” WAA-SwD student Answer Documents. When the WAA-SwD student Answer Documents have been prepared for packaging, complete the School Header Sheet, stack the answer documents by grade, separated by their completed School Header Sheets, and place them in the envelope. You may band the separate stacks using the paper bands provided with your WKCE test materials. Multiple grades may be returned in one WAA-SwD student Answer Document envelope.





Complete the information in the top left corner of the student Answer Document envelope.

- ☐ Test Administrator: Teacher name
- ☐ School: Your school name/number
- ☐ District: Your district name/number
- ☐ State: Wisconsin
- ☐ Grade: If you enclose multiple grades, enter the information as follows:  
Grade 3 # of Students 2  
Grade 5 # of Students 3  
Grade 8 # of Students 1

Place the WAA-SwD student Answer Document envelope in the first box of “TO BE SCORED” test materials, on top of the WKCE packaged test books. Place the completed SGL on top of the WAA-SwD answer documents.

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**Sample of WAA-SwD Shipping Envelope**

<p>Test Administrator _____ School _____ District _____ State _____ Grade _____ # of Students _____</p>	<p>If Found Please Return to: <b>CTB Scoring Center</b> 20 Ryan Ranch Road Monterey, CA 93940</p>
<hr/> <h2 style="margin: 0;">WAA-SwD Answer Documents</h2> <hr/>	
<div style="display: flex; align-items: center; justify-content: center;"><div style="text-align: center;"> </div><div style="margin-left: 20px; text-align: left;"><p>Place your Student Answer Documents with completed School Header Sheet in this envelope.</p></div></div>	
<div style="display: flex; align-items: center; justify-content: center;"><div style="margin-left: 10px;"><p>Wisconsin Student Assessment System</p></div></div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 5px;"><div style="margin-left: 5px;"><p><b>CTB</b> <b>McGraw-Hill</b></p></div></div>	


**STEP 2—Checking the School/Group List**

Work with one school at a time. Verify that the original School/Group List has been completed for both the WKCE and the WAA-SwD tests for the school. Then place it on top of the stacks of WKCE test books and the WAA-SwD envelope (if applicable for your school) in the first box. Please refer to the graphic on page 30.


Pull out, and retain for your records, the stapled photocopies of the School Header Sheet(s) and School/Group List from the first box of each school's shipment.

**STEP 3—Return-Shipping Labels**

Verify that the return-shipping labels are affixed to the boxes in the space provided. Be sure that boxes containing materials "TO BE SCORED" have pink labels and that boxes containing materials "NOT TO BE SCORED" have white labels.

<b>S</b>	<b>WSAS FALL 2009</b> TO BE SCORED	<b>WI</b>
FROM: DIST: <b>GREEN BAY</b> DIST #: <b>2289</b> SCH: <b>BAY VIEW</b> SCH #: <b>0040</b>		
TO: CTB/McGraw-Hill SITE: 1 Ph: (800) 282-2203		
DIST BOX ____ OF ____ SCH BOX ____ OF ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
 31S-M012893001-040000121-000034		

"TO BE SCORED" label is pink.

<b>U</b>	<b>WSAS FALL 2009</b> NOT TO BE SCORED	<b>WI</b>
FROM: DIST: <b>GREEN BAY</b> DIST #: <b>2289</b> SCH: <b>BAY VIEW</b> SCH #: <b>0040</b>		
TO: CTB/McGraw-Hill SITE: 1 Ph: (800) 282-2203		
DIST BOX ____ OF ____ SCH BOX ____ OF ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
 31U-M012893001-040000121-000045		

"NOT TO BE SCORED" label is white.

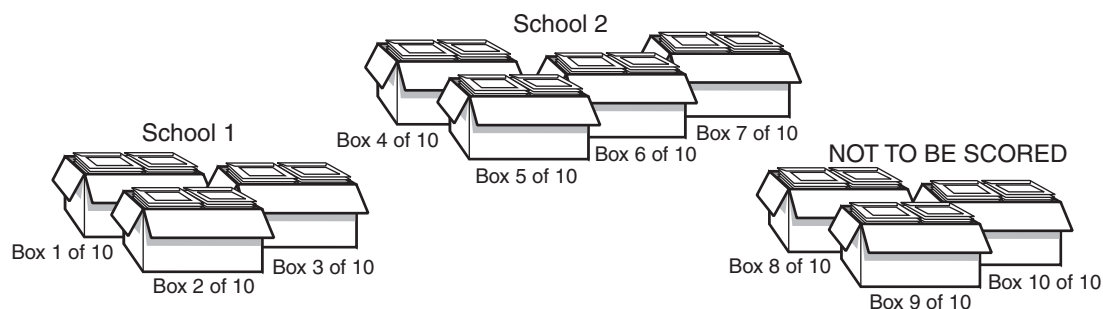
REPEAT STEPS 2 AND 3 FOR EACH SCHOOL UNTIL COMPLETE.



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**STEP 4—Preparing Boxes for Shipment**

Sort the boxes as shown below. Fill in the DIST: BOX \_\_\_\_ OF \_\_\_\_ spaces on each box. This is the total number of boxes, to be scored and not to be scored. Seal the boxes with strong packaging tape. Please refer to the graphic below.



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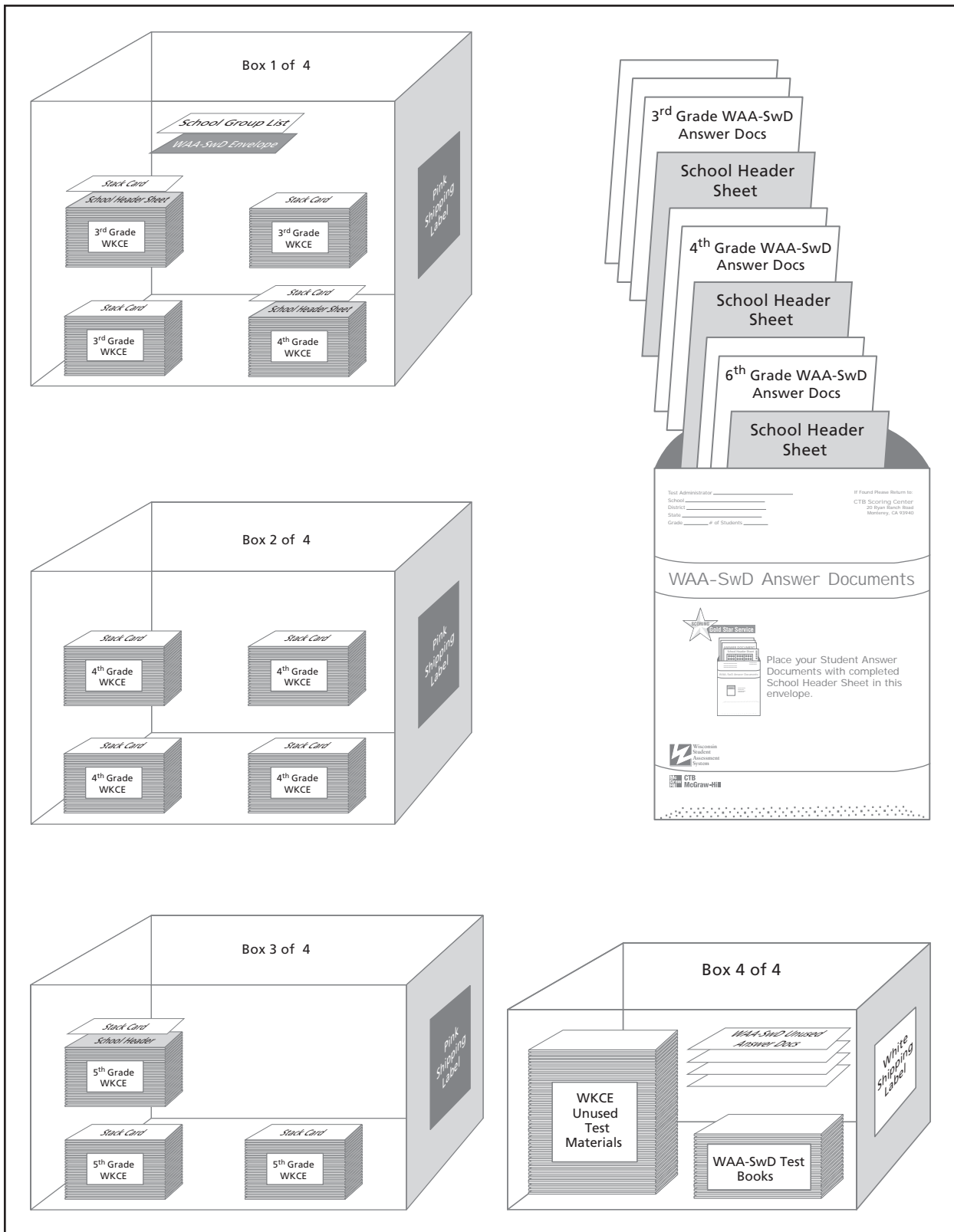
**STEP 5—Pickup of Test Materials**

DACs are required to use CTB/McGraw-Hill's online retrieval system at <http://programs.ctb.com/WSAS> (the URL is case-sensitive) to arrange for pickup of test materials for scoring no later than the third school day after testing is completed throughout the district, or by December 7, 2009, whichever is earlier.

If no online access is available, DACs should call CTB/McGraw-Hill's Wisconsin Help Desk at (800) 282-2203.

Late delivery of test materials by any district will jeopardize delivery of score reports. The Department of Public Instruction and CTB/McGraw-Hill will monitor district compliance.

# How to Pack Your Boxes



## Section 4

# Test Results

### Materials Made Available for DACs

Test results are made available in phased score reports, as outlined in the table below. The delivery dates for these reports are listed on page 5.

Student/parent interpretive information will be placed on the back of the WKCE IPR and the WAA-SwD IPR. Two copies of each student's IPR will be sent to districts after tests are scored. To meet federal requirements, we must ask that districts distribute one copy to the student's family within thirty days of receipt in the district and save the other copy as part of the student's record. Although a basic interpretive guide is included on the back of the report, many districts include additional information for families when distributing the reports. Note that student confidentiality must be maintained when handling these reports.

Phase I	Report	Format	Delivered Via
WKCE Exclusive Reports	WKCE-Individual Profile Report	Paper	Shipping
	WKCE-School Record Sheet	Online	Online Reporting System
WAA-SwD Exclusive Reports	WAA-SwD Individual Profile Report	Paper	Shipping
	WAA-SwD School Record Sheet	Online	Online Reporting System
Phase II	Report	Format	Delivered Via
Combined WKCE and WAA-SwD Reports	Proficiency Summary Report	Online	Online Reporting System
	Extended Writing Sample by Student Group	Online	Online Reporting System
WKCE Exclusive Reports	Scale Score Summary Report	Online	Online Reporting System
	Standards Performance Summary	Online	Online Reporting System
	Item Analysis Summary by Standard	Online	Online Reporting System
	School Record Sheet - Summary	Online	Online Reporting System
	Proficiency Longitudinal Report	Online	Online Reporting System
WAA-SwD Exclusive Reports	School Record Sheet - Summary	Online	Online Reporting System
Phase III	Report	Format	Delivered Via
Combined WKCE and WAA-SwD Reports	Proficiency Summary Report	Online	Online Reporting System
WKCE Exclusive Reports	Scale Score Summary Report	Online	Online Reporting System
	Item Response Analysis—SR items	Online	Online Reporting System
	Item Response Analysis—CR items	Online	Online Reporting System
	Extended Writing Sample by Rubric	Online	Online Reporting System

The *Administrator's Interpretive Guide* (AIG) is designed to help school and district staff understand, explain, and use the results of the WSAS. It provides a brief overview of the tests, the types of scores reported, and samples and descriptions of test reports. It will be available on the DPI/OEA Web site (<http://dpi.wi.gov/oea/publications.html>) on February 1, 2010.

## Test Administration Roles

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### Responsibilities of District Assessment Coordinators (DACs)

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#### Before Testing

District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) should work together to set up testing schedules that best meet each school's particular needs. Teachers should be allowed to follow a testing schedule that prevents rushed sessions and student fatigue. When scheduling daily testing sessions, remember to allow ample time after testing to organize test materials for return to the SAC from the classroom and, after all testing is completed, for assembly and return to the DAC. The DAC is responsible for shipment of test books back to CTB/McGraw-Hill for scoring. DACs should follow these steps to prepare for testing:

- ☐ **Review this guide** and the *Directions for Test Administration* manuals. Be familiar with all testing procedures.
- ☐ **Sign the Confidentiality Agreement Form** (see Appendix B.)
- ☐ **Inventory all test materials immediately after receipt.** Notify CTB/McGraw-Hill of any shortages. (Schools in Elmbrook, Green Bay, and Milwaukee will report shortages of test materials directly to CTB/McGraw-Hill, not to DACs.)
- ☐ **Report shortages or additions** to CTB/McGraw-Hill no later than October 23, 2009.
- ☐ **Distribute test materials to SACs** as soon as possible. Maintain an accurate account of all materials.
- ☐ **Ensure that SACs have distributed the Student/Parent Pre-Test Information brochure** to all students in grades 3 through 8 and 10 immediately after receipt of the materials. Students must be instructed to take the brochures home to share with their parents or guardians. WKCE Student/Parent Pre-Test Brochures are enclosed with your testing materials. English, Spanish and Hmong versions of the WKCE and the WAA-SwD brochure are available online at <http://dpi.wi.gov/oea/publications.html>. They may be printed and duplicated as needed.
- ☐ **Work with SACs and teachers/test administrators** by providing staff training sessions, disseminating information, scheduling testing, and helping as necessary to coordinate their activities and schedules.
- ☐ **Distribute photocopies of important information** from this guide to staff as necessary.

- ☐ **Ensure that SACs have arranged for one or more proctors to help** monitor students' work and to assist during the distribution and collection of test materials when tests are administered in large group sessions. As a general rule, one WKCE proctor for every 15 students is recommended. See Appendix F for WKCE Proctor Guidelines.
- ☐ **Maintain, promote, and ensure security of the test materials at all times.**
- ☐ **Save the boxes in which the test materials were shipped.** These boxes are necessary for returning both "TO BE SCORED" and "NOT TO BE SCORED" test materials to CTB/McGraw-Hill. If the total number of boxes is insufficient for return of all required materials, please contact CTB/McGraw-Hill immediately.
- ☐ **Make sure that school and student information is accurate.** See Appendix C for a list of the most common errors.

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### ***During Testing***

During the administration of the WSAS, the DAC should do the following:

- ☐ **Monitor each school's testing schedule.** In the event that a school falls behind schedule, make sure the SAC takes appropriate action to avoid falling further behind, without compromising the fair and unhurried assessment of the students.
- ☐ **Supervise and, if necessary, help coordinate** the schools' daily handling and security of test materials.
- ☐ **Ensure that students are supervised during testing sessions.** See Appendix F for WKCE Proctor Guidelines.
- ☐ **Help organize makeup sessions** to ensure that every student has had the opportunity to test during the testing window.

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### ***After Testing***

The DAC is responsible for the security of the test materials and the timely receipt of the test materials from each SAC. These and other DAC responsibilities are listed below:

- ☐ **Coordinate the receipt of complete scorable test materials and their timely shipment to CTB/McGraw-Hill. This must be your first priority!**

Districts must receive all test materials within one school day after the completion of each school's testing sessions (including makeups) but no later than December 1, 2009.
- ☐ **Verify that the information printed on the School/Group Lists and School Header Sheets is accurate.** Check this information carefully. Correct information will ensure fast and accurate scoring. District and school names and numbers are based on the DPI Public School Directory Update (PI 1280). If inaccurate, the PI 1280 must be corrected. Call the DPI Center for Education Statistics at (608) 267-3166 to submit a correction.
  - DACs must ensure all unused WAA-SwD materials shipped to the district are returned to CTB in the "NOT TO BE SCORED" materials.

- ☐ **Make sure you have accounted for all students in your district.** If a student in grade 3–8 or 10 does not participate in the WKCE or WAA-SwD, it will still be necessary to return a blank test book or WAA-SwD student Answer Document for that student. The blank test book or student Answer Document must either have barcode labels applied for the student or have student information bubbled in if the barcode label for the student is not available. All such students count as “not tested” for the purposes of determining Adequate Yearly Progress (AYP). All students enrolled in Wisconsin public schools must be accounted for through this process. If a student who was expected to take the WKCE test does not take the WKCE, a blank test book—with either the student pre-ID label or the Student Information Page completed—must be returned for that student. If a student who was expected to take the WAA-SwD test does not take the WAA-SwD, a blank student Answer Document must be returned for that student.
- ☐ **Assemble and organize materials according to the instructions** in “Packaging the Test Materials” and “Procedures for Returning Materials to CTB/McGraw-Hill,” beginning on page 24 of this guide. Do not ship any test materials to CTB/McGraw-Hill until all test materials have been received from all schools in your district and the materials have been organized according to the instructions in this guide.
- ☐ **Use CTB/McGraw-Hill’s online process to arrange for pickup of the test materials** for scoring (<http://programs.ctb.com/WSAS>). **Note:** The URL is case-sensitive. You must contact CTB/McGraw-Hill no later than December 7, 2009. If no online access is available, call CTB/McGraw-Hill’s Wisconsin Help Desk at (800) 282-2203.
- ☐ **After testing, return all test materials—those “TO BE SCORED” and those “NOT TO BE SCORED”—to CTB.**

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**Packaging Checklist  
for District Assessment  
Coordinators**

District Assessment Coordinators should use the checklist below to make sure all steps have been completed before test materials are returned to CTB/McGraw-Hill.

Before releasing the test materials for shipment, make sure you can answer “yes” to each of these questions:

- ☐ Have you received all test materials to be returned for scoring?
- ☐ Are all students enrolled accounted for by one of the following options:
  - A completed WKCE test book with either the student pre-ID label or the Student Information Page completed (for tested students)
  - A blank WKCE test book with either the student pre-ID label or the Student Information Page completed (for not tested students)
  - A completed WAA-SwD student Answer Document with either the student pre-ID label or the Student Information Page completed (for tested students)

- A blank WAA-SwD student Answer Document with either the student pre-ID label or the Student Information Page completed (for not tested students)
- ☐ Are the WKCE stacks grouped by grade and labeled correctly?
- ☐ Are the WAA-SwD envelopes packed and labeled correctly?
- ☐ Have you made photocopies for your records of the School Header Sheets and the School/Group Lists, if copies were not provided by the school? The originals must be sent to CTB/McGraw-Hill.
- ☐ Is there a School Header Sheet for each grade of test materials? Unsigned or incomplete School Header Sheets may delay results for your entire district. (Check photocopies provided by the schools in the first box of their shipments.)
- ☐ Are the School/Group Lists in the first box of each school's shipment of used test materials?
- ☐ Have the test materials been packaged in the boxes in which they were received?
- ☐ Are the shipping labels clearly numbered on the boxes for each district, e.g., "Box 1 of 10" and "Box 2 of 10"?
- ☐ Are all the used WKCE test books and used WAA-SwD student Answer Documents in the boxes labeled "TO BE SCORED"?
  - Did you ensure that all materials in the "NOT TO BE SCORED" box do not have Pre-ID labels on them or the labels have a black mark through them?

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### **Wisconsin Record Editing System (RES)**

The **Record Editing System (RES)** is the online system used to identify and correct student demographic data errors and omissions in the ISES/pre-ID label process for the WSAS public and private data reporting system. RES is scheduled from January 13, 2010, until noon on January 22, 2010. Districts will have 7½ days for data cleanup. Student scores are not included in RES, to facilitate earlier reporting.

Once districts have validated their student-level WSAS data and have corrected all known errors, the data are submitted to CTB/McGraw-Hill. After that, no changes can be made to the RES. Districts should be aware that while the RES is programmed to draw attention to obvious "logic errors" (e.g., a student with no information entered for key fields such as ethnicity), it cannot check for all potential non-logic errors (e.g., students incorrectly coded as not being enrolled for a full academic year). For this reason, **districts are strongly encouraged to check data for all students to prevent potential errors that may impact decisions related to calculation of Adequate Yearly Progress (AYP).**



Look for the following data errors that are not flagged by RES:

- Parent opt-outs
- Invalidated content areas
- No score indicators

RES training will be scheduled for January 11, 2010.

Access your RES data early in the cleanup window. Don't wait until the last day.

The goal of the RES is to correct all data errors and correct any changes in student demographics from one collection cycle to the next. To access additional information regarding the RES, go to <http://dpi.wi.gov/oea/dacdata.html>.

School and district level summaries cannot be corrected beyond the RES window.

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## ***Responsibilities of School Assessment Coordinators (SACs)***

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### ***Before Testing***

School Assessment Coordinators (SACs) and District Assessment Coordinators (DACs) must work together to set up testing schedules that best meet each school's particular needs. Teachers should follow a testing schedule that prevents rushed sessions and student fatigue but allows enough time to complete make-up exams and all testing within the testing window. When scheduling daily testing sessions, remember to allow ample time after testing to organize the test materials for return to the SAC from the classroom and, after all testing is completed, for assembly and return to the DAC. The DAC is responsible for shipment of test books back to CTB/McGraw-Hill for scoring. SACs should follow these steps in preparation for testing:

- ☐ **Sign the Confidentiality Agreement Form.** Ensure that all staff involved in the administration of the WSAS sign the Confidentiality Agreement Form. Please refer to the "WSAS Policy & Procedure Manual" section of this document for more information about the Confidentiality Agreement Form.
- ☐ **Inventory all test materials immediately** after receipt from your DAC. Your count after testing should match the original inventory; you must account for every test book. Report any shortages to your DAC immediately. SACs should not call CTB/McGraw-Hill to report shortages. Instead, your DAC should be the contact person for your district. **Exception:** Schools in the Elmbrook, Green Bay, and Milwaukee school districts must report shortages directly to CTB/McGraw-Hill.
- ☐ **Review this guide** and the *Directions for Test Administration* manuals. Become familiar with all testing procedures.
- ☐ **Schedule and announce all testing sessions.**
- ☐ **Conduct staff development sessions** as necessary for teachers/ test administrators and proctors to ensure that they understand all instructions in the *Directions for Test Administration* manuals, including test security and use of accommodations.



- ☐ **Distribute photocopies of important information** from this guide to staff, as necessary.
- ☐ When WKCE tests are administered in large group sessions, **ensure that each teacher will have one or more proctors to help** monitor students' work and to assist with the distribution and collection of test materials. As a general rule, one proctor for every 15 students is recommended. See Appendix F for WKCE Proctor Guidelines.
- ☐ **Maintain, promote, and ensure security of the test materials at all times. See the "WSAS Policy & Procedure Manual" section of this book and the test security training available online at <http://dpi.wi.gov/oea/webcasts.html>.**
- ☐ **Save the boxes in which test materials were received.** These boxes are necessary for returning both used and unused test materials to CTB/McGraw-Hill. If the total number of boxes is insufficient for return of all required materials, please contact your DAC immediately.
- ☐ **Make sure that all school and student data are accurate.** See Appendix C for a list of the most common errors.

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### ***During Testing***

During the administration of the test, the SAC should do the following:

- ☐ Monitor testing sessions and inform the DAC of daily progress.
- ☐ Check with teachers before testing begins each day to ensure they are fully prepared or if they have questions or concerns.
- ☐ Oversee, coordinate, and ensure test security.
- ☐ Make sure students are supervised during testing sessions.
- ☐ Facilitate the scheduling of makeup sessions to give every student the opportunity to participate in testing.

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### ***After Testing***

The best way to prepare the WKCE test books and WAA-SwD student Answer Documents for scoring is to follow these steps and use the Checklist for School Assessment Coordinators on page 42 of this guide.

- ☐ Collect all test materials.
- ☐ Separate the WKCE materials from the WAA-SwD materials.

### **WKCE**

- ☐ **Sort the WKCE test materials** for each grade into two groups. Place used test materials in the first group and unused test materials in the second group.
- ☐ Do not return any of the following WKCE materials to CTB:
  - WKCE manipulatives
  - WKCE administration manuals
  - scratch paper

- ☐ Inventory the WKCE materials. Your count should match the original inventory. Make note of any discrepancies and report them to the DAC.
- ☐ Review the back covers of the WKCE test books to make sure that all information has been provided and all appropriate information has been filled in on the Student Assessment Report (SAR, on the back covers of the test books).
- ☐ Make sure all WKCE test books are free of bent corners, folds, clips, punch-out tools, and staples.
- ☐ Assemble and organize WKCE materials according to the checklists provided, and deliver them to your DAC the next school day but no later than December 1, 2009.
- ☐ Make sure that all data required on the School Header Sheet(s) and School/Group List are complete and correct and that the school principal or designee has signed the School Header Sheet(s). Make two photocopies (one for your school and one for the DAC). The originals must be returned to CTB/McGraw-Hill.
- ☐ Make sure that a student pre-ID label has been affixed to the front of each student's WKCE test book or that the Student Information Page is filled out completely and accurately. Also make sure that the Student Assessment Report (located on the back cover of the test book) has been filled out completely and accurately.
- ☐ Make sure that all invalidated WKCE tests are marked clearly. Refer to the *Directions for Test Administration* manuals for further explanation.
- ☐ Make sure that the WKCE test materials are legible and free of extraneous marks and that all data (including answers, student information, and Student Assessment Reports) are recorded with a **No. 2 pencil**.
- ☐ **Student responses from WKCE Braille and Large-Print test books must be transcribed verbatim into a regular WKCE test book.** See page 18 of the "WSAS Policy & Procedure Manual" section of this book for further instructions.

#### WAA-SwD

- ☐ **Sort WAA-SwD student Answer Documents and test books** into separate groups.
- ☐ Inventory the WAA-SwD materials. Your count should match the original inventory.
- ☐ Sort WAA-SwD student Answer Documents into used and unused groups.
- ☐ Review the WAA-SwD student Answer Documents to make sure all information has been provided and all appropriate information has been filled in on the Student Assessment Report (on the back cover of the WAA-SwD student Answer Document).

- ☐ Make sure the WAA-SwD student Answer Documents are free of bent corners, folds, clips, and staples.
- ☐ Make sure the WAA-SwD student Answer Documents are legible and free of extraneous marks and that all data (including answers, student information, and Student Assessment Reports) are recorded with a **No. 2 pencil**.
- ☐ A student pre-ID label should be affixed to each student's WAA-SwD student Answer Document or the Student Information Page must be filled out completely and accurately.
- ☐ Make sure that all data required on the WAA-SwD School Header Sheet is complete and correct and that the school principal or designee has signed the School Header Sheet. Make two photocopies (one for your school and one for the DAC). The originals must be returned to CTB/McGraw-Hill.
- ☐ Complete the WAA-SwD portion of the School/Group List.
- ☐ Make sure all students are accounted for. If a student who was expected to take the WAA-SwD in grade 3–8 or 10 does not participate in the WAA-SwD, it is still necessary to return a blank WAA-SwD student Answer Document for that student. (Please remember that these students count as “not tested” for determining AYP.) Be sure to attach a student pre-ID label or fill in the Student Information Page completely and accurately for each student. Also verify that the Student Assessment Report has been filled in completely and accurately.

**Note:** According to federal and state laws, students who do not participate in a WKCE assessment because of a disability must be assessed using WAA-SwD. See DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments online at <http://dpi.wi.gov/oea/specneed.html>.

- ☐ The district of residence is accountable for the academic progress of Students with Disabilities who are sent to another district through an IEP. The test books of the Students with Disabilities educated outside of their home district (SwD-OOD) must have either:
  - A student label with the correct district-of-residence number (check district ISSES data to confirm); or
  - The correct district-of-residence number bubbled in on the inside front cover (the Student Information Page).

To identify an SwD-OOD test book, check the Student Information Page (inside front cover). If the student attends school in your district because of an IEP placement from another district, fill in the circle for “YES” under “For Special Status ‘D’ Students Residing OOD Only.” “No” will be assumed unless “YES” is marked. For “YES,” make sure that the number for the District of Residence is also bubbled in.

- ☐ Keep the unused WAA-SwD test materials in locked storage until the scorable test materials are ready for return. Then deliver all scorable and unused test materials to the DAC.

**Special Instructions for Schools Receiving Materials Directly from CTB/McGraw-Hill and Returning Materials Directly to CTB/McGraw-Hill—Elmbrook, Green Bay, and Milwaukee**

- ☑ Test materials shipped directly to SACs will be the same as those for DACs, listed on page 7 of this guide, except for Braille and Large-Print test books.
- ☑ SACs complete an inventory of test materials and report shortages to CTB/McGraw-Hill at (800) 282-2203 no later than October 23, 2009.
- ☑ Distribute the WKCE Student/Parent Pre-Test Information brochure to all students in grades 3–8 and 10. Students must be instructed to take the brochures home to share with their parents or guardians. WKCE Student/Parent Pre-Test Brochures are enclosed with your testing materials. The WAA-SwD Student/Parent Pre-Test Brochure is available online (along with Spanish and Hmong versions of the WKCE and the WAA-SwD brochure) at <http://dpi.wi.gov/oea/publications.html>. They may be printed and duplicated as needed.
- ☑ Make sure you have accounted for all students in your school. If a student in grade 3–8 or 10 does not participate in the WKCE or the WAA-SwD, it will still be necessary to return a blank WKCE test book or blank WAA-SwD student Answer Document with a pre-ID label or the student information completed for that student in your “TO BE SCORED” materials.
- ☑ Use a School Header Sheet for each grade-level set of test materials. Unsigned or incomplete School Header Sheets may delay results for your entire district.
- ☑ Verify that the number of students shown on the School Header Sheet for each grade totals the number of students enrolled at that grade as shown on the School Group List.
- ☑ **Use CTB/McGraw-Hill’s online process to arrange for pickup of the test materials** for scoring (<http://programs.ctb.com/WSAS>). **Note:** The URL is case-sensitive. You must contact CTB/McGraw-Hill no later than December 7, 2009. If no online access is available, call CTB/McGraw-Hill’s Wisconsin Help Desk at (800) 282-2203.
- ☑ Be sure that a copy of the School/Group List and copies of the School Header Sheet(s) for each grade’s boxes are sent directly to your DAC rather than returned to CTB/McGraw-Hill. Seal all of the boxes with strong sealing tape.

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**Note: Late Return of Test Materials by Any School Will Jeopardize Delivery of All Statewide Score Reports.**

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**Return of Materials to the DAC**

- ☐ Verify that the WAA-SwD envelope is on top of the stack of WKCE test books in the first box. Please refer to the graphic on page 30.
- ☐ Verify that the School/Group List has been completed and that it has been placed **on top of everything** in the first box. Please refer to the graphic on page 30.
- ☐ Apply a return-shipping label to the space provided on the side of the box. Be sure to use the appropriate label (“TO BE SCORED” or “NOT TO BE SCORED”).

## Checklist for School Assessment Coordinators

**Note:** The deadline for delivering test materials to your DAC is within one day of completion of testing or by December 1, 2009, whichever is earlier.

### 1. Sort Test Materials

- ☐ Separate WKCE test books from WAA-SwD materials.
- ☐ Separate used WKCE test books from unused WKCE test books.
- ☐ Separate used WAA-SwD student Answer Documents from unused WAA-SwD student Answer Documents.

**Note:** Follow these steps for each grade in the school.

### 2. Return Used/“TO BE SCORED” Test Materials to the DAC

- ☐ Remove any manipulatives from test books.
- ☐ Make sure you have accounted for all students in your school. If a student in grade 3–8 or 10 does not participate in the WKCE or the WAA-SwD, it will still be necessary to return a blank WKCE test book or blank WAA-SwD student Answer Document for that student. Make sure that a student pre-ID label has been affixed to each student’s test book or WAA-SwD student Answer Document or that the Student Information Page—located on the inside front cover of the test book or WAA-SwD student Answer Document—is filled in completely and accurately. Also make sure that the Student Assessment Report—located on the back cover of each test book or WAA-SwD student Answer Document—has been filled in completely and accurately.

**Note:** The student pre-ID label overrides any information bubbled in on the Student Information Page (except for the “optional field” information). Use the label even if the student information is not correct. Incorrect student label information will be corrected later in the scoring process.

- ☐ Work with one grade at a time.
- ☐ Place the WKCE test books in stacks small enough to be banded by the paper tape provided by CTB/McGraw-Hill.

### WKCE Stack Cards

- ☐ Complete the information on enough Stack Cards to cover each stack of test books.
- ☐ Place a Stack Card on top of each stack of WKCE test books, and bind with the paper tape. (Leave the first stack unbanded until the WKCE School Header Sheet has been completed.)
- ☐ Count the total number of used test book stacks. Transfer this information onto each WKCE Stack Card on the “Stack: \_\_\_\_\_ of \_\_\_\_\_” (e.g., 2 of 15 means the 2nd stack of the 15 stacks for this grade) line.

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### WAA-SwD Envelopes

- ☐ WAA-SwD student Answer Documents should be sorted by grade level with a WAA-SwD School Header Sheet and placed in the CTB-provided WAA-SwD Envelope (white with blue print).
- ☐ WAA-SwD student Answer Documents, separated by a WAA-SwD School Header Sheet, can be banded by grade but must not be stapled.
- ☐ Multiple grades may be placed in one envelope separated by a school header sheet.

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### School Header Sheet

The information you provide on the School Header Sheet is used by CTB/McGraw-Hill to verify the number of student test books included in each shipment.

### WKCE

- ☐ Complete the additional information required on the rust-colored WKCE School Header Sheet for each grade.  
**Note:** Each School Header Sheet comes preprinted with the school name, number, and lowest grade. Complete the missing information on one of the sheets. The second sheet is extra and should be used only when necessary.
- ☐ Have the principal (or designee) sign and date the School Header Sheet for each grade.
- ☐ Make two photocopies. Keep a photocopy and place the second copy in the top of the first box of your shipment.
- ☐ Place the original completed WKCE School Header Sheet for each grade beneath the first Stack Card for that grade, on top of the test books in the first stack. Bind the first Stack Card, WKCE School Header Sheet, and test books. See graphic on page 30.
- ☐ Enter the information from a copy of the WKCE School Header Sheet for this grade into the School/Group List. Verify that the number of test books for the grade matches the number of students enrolled and expected to take the WKCE.

### WAA-SwD

- ☐ Complete the additional information required on the blue-colored WAA-SwD School Header Sheet for each grade.
- ☐ Have the principal (or designee) sign and date the School Header Sheet for each grade.



- ☐ Place the original completed WAA-SwD School Header Sheet for each grade on top of the student Answer Documents for that grade.
- ☐ Enter the information from a copy of the WAA-SwD School Header Sheet for this grade into the School/Group List. Verify that the number of student Answer documents for the grade matches the number of students enrolled and expected to take the WAA-SwD.

**REPEAT THE ABOVE STEPS FOR “TO BE SCORED” TEST MATERIALS FOR EACH GRADE IN THE SCHOOL.**

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### **Packaging the Boxes—See Graphic on Page 30.**

#### **“TO BE SCORED” Materials**

- ☐ Place used test books bound with the WKCE Stack Cards into shipping boxes. The order, from top to bottom, for packaging the boxes is as follows: grade 3–8 and then 10.

**Note:** If there is more than one stack for a particular grade in a school, make sure that the stacks are placed in the box consecutively, with Stack Card #1 as the top Stack Card.

- ☐ Make sure that Stack Card #1 (bound with the School Header Sheet and the test books) is the top Stack Card for each grade.
- ☐ Place the WAA-SwD envelopes in the first box, on top of the “TO BE SCORED” WKCE books.

#### **“NOT TO BE SCORED” Materials**

- ☐ Place unused WKCE test books and WAA-SwD student Answer Documents in a box labeled with the white “NOT TO BE SCORED” shipping label.
- ☐ Place all WAA-SwD student and teacher test books, as well as Braille books and picture descriptions, in the “NOT TO BE SCORED” box also.

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### **Do Not Seal the Boxes**

- ☐ Remove any previous markings and labels from the shipping boxes.
- ☐ Print the name of the school on one side of each box.

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### **School/Group List**

- ☐ Complete the School/Group List. Include information for both the WKCE and the WAA-SwD on one list. (Only one form is needed for your school, regardless of the number of grades tested.)
- ☐ Make two photocopies of the School/Group List. Retain one copy for your school.
- ☐ Staple together one copy of the School/Group List and the copies of the School Header Sheets for each grade and assessment.



- ☐ Place the completed original School/Group List in the first box on top of the stacks. Please refer to the graphic on page 30. Staple copies of the School Header Sheets for each grade and assessment to a copy of the School/Group List and place them under the original School/Group List in the first box. The photocopies are for the DAC's use only.

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### **Return-Shipping Labels**

- ☐ Apply a return-shipping label to the space provided on the side of the box. Be sure to use the labels marked "TO BE SCORED" on the boxes of scorable materials. Apply the labels in the same order in which the materials were packaged.
- ☐ Deliver the boxes to your DAC within one day of testing, or by December 1, 2009, at the latest.

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### **3. Unused Test Materials**

- ☐ All unused test materials including WKCE test books, WAA-SwD student and teacher test books, and WAA-SwD student Answer Documents must be returned to CTB using the labels marked "NOT TO BE SCORED."
- ☐ Any used WKCE test books or WAA-SwD student Answer Documents that are packaged with the unused books will not be scanned and scored.

# ***Glossary of Assessment Terms***

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**Accommodation** A general term referring to changes in the setting in which a test is administered, the timing of a test, the scheduling of a test, the ways in which a test is presented, and the ways in which a student responds to a test. The term is used to refer to changes that do not alter in any significant way what the test measures or the comparability of scores.

**Achievement test** An assessment that measures a student's acquired knowledge and skills in one or more content areas (e.g., Reading, Mathematics, Science, or Language Arts) in which the student has received instruction.

**Alternate assessment** A substitute way of gathering information on the performance and progress of students who cannot participate, even with accommodations, in general state or district assessment programs. Alternate assessments provide a mechanism for all students to be included in the accountability system.

**Authentic assessment** An accurate type of assessment that differs from traditional achievement tests, which are composed of selected-response items only. An authentic assessment may require students to generate or produce responses or products that measure their performance on tasks and situations that are closely aligned with what students do in the classroom. This type of assessment may include essays, portfolios, interviews, teacher observations, work samples, and group projects.

**Bias** A systematic error in a test score. Bias may refer to construct underrepresentation or construct irrelevance that affects the test performance of different groups of students.

**Ceiling** The upper limit of performance that can be effectively measured by a test. Individuals are said to have reached the ceiling of a test when they perform at the top of the range that the test was designed to measure and discriminate reliably. If an individual or group scores at the ceiling of a test, the next higher level of the test, if available, should be administered.

**Checklist** An assessment that is based on the examiner's observing an individual or group of students and indicating whether or not the assessed behavior is demonstrated.

**Construct** The concept or the characteristic that a test is designed to measure.

**Construct equivalence** The extent to which the construct measured by one test is essentially the same as the construct measured by another test. In addition, construct equivalence can refer to how well the construct of interest is measured in one cultural group compared to a different cultural group.

**Construct validity (content validity)** Construct validity indicates the extent to which the content of a test samples the subject matter or situation about which conclusions are to be drawn; also described as "evidence based on test content." Methods used in determining construct validity are test book analysis, description of the universe of items, adequacy of the sample, representativeness of the test content, intercorrelations of subtest scores, and opinions of a jury of experts.

**Constructed-response item** An assessment unit with directions, a question, or a problem that elicits a written, pictorial, or graphic response from a student. Sometimes called an "open-ended" item. Short-answer items require a few words or a number; extended-response items require at least a few sentences.

**Content standard** A statement describing the knowledge and skills in a content area (e.g., Language Arts, Mathematics, Science, or Social Studies) that should be met at a specified time (e.g., end of grade). National content standards are published by groups such as the National Council of Teachers of Mathematics and the International Reading Association/National Council of Teachers of English. Our local content standards are titled “Wisconsin Model Academic Standards.”

**Criterion** A standard or judgment used as a basis for quantitative and qualitative comparison; also a variable to which a test is compared as a measure of the test’s validity. For example, grade point average and attainment of curricular objectives are often used as criteria for judging the validity of a cognitive abilities test.

**Criterion-referenced test** An assessment that allows its users to make score interpretations of a student’s performance in relation to a specified performance standard or criterion, rather than in comparison to the performance of other test takers.

**Diagnostic test** A test intended to locate learning difficulties or patterns of error. Such tests yield measures of specific knowledge, skills, or abilities underlying achievement within a broad subject. Thus, they provide a basis for remedial instruction.

**Differential item functioning (DIF)** A situation that occurs in testing when different groups of examinees (e.g., ethnic or gender groups) with the same total test score have different average item scores. Test developers reduce DIF by analyzing item data separately for each group. Items identified with DIF are carefully reviewed by content experts and culture and sensitivity committees. Items that appear to be unfair to one or more groups are discarded.

**Distractor** An incorrect answer choice in a selected-response or matching test item. Sometimes called a “foil.”

**Floor** The opposite of ceiling, it is the lowest limit of performance that can be measured effectively by a test. Individuals are said to have reached the floor of a test when they perform at the bottom of the range that the test was designed to measure and discriminate reliably.

**Holistic scoring** A scoring procedure yielding a single score based on overall student performance rather than on an accumulation of points. Holistic scoring uses rubrics to evaluate student performance.

**Item** A statement, exercise, task, question, or problem on a test.

**Local norms** Norms that have been obtained from data collected in a limited reference population of specific interest to the test user, such as a school system, county, or state. They may be used instead of, or along with, national norms to evaluate student performance.

**Mean** The quotient obtained by dividing the sum of a set of scores by the number of scores; also called “average.” Mathematicians call it “arithmetic mean.”

**Median** The middle score in a set of ranked scores. Equal numbers of ranked scores lie above and below the median. It corresponds to the fiftieth percentile and the fifth decile.

**Mode** The score or value that occurs most frequently in a distribution.

**Multiple measures** Assessments that measure student performance in a variety of ways. Multiple measures include standardized tests, teacher observations, classroom performance assessments, and portfolios.

**Normal curve equivalent (NCE)** The normal curve equivalent (NCE) scale, ranging from 1 to 99, coincides with the national percentile scale at 1, 50, and 99. NCEs have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows you to make meaningful comparisons among different achievement test batteries and among different tests within the same battery. You can compare NCEs obtained by different groups of students on the same test or test battery by averaging the scores for the groups.

**Percentile rank** One of the 99-point scores that divide a ranked distribution into groups, each of which contains 1/100 of the scores. For example, the seventy-third percentile denotes the score or point below which 73 percent of the scores fall in a particular distribution of scores. A state percentile is the percent of students in a norm group whose scores fall below a student's score; a local percentile is the percent of students in a local group whose scores fall below a student's score.

**Prompt** An assessment topic, situation, or statement to which students are expected to respond. Sometimes called a "stimulus."

**Raw score** The first score obtained in scoring a test, often the number of correct answers required to complete the test, the number of errors, or some other number obtained directly from the test's administration.

**Reliability** The degree to which test scores obtained by a group of individuals are consistent over repeated applications. The reliability coefficient indicates the degree to which scores are free of measurement error. The conditions that the coefficient estimates might involve variations in test forms (alternate form reliability), repeated administration of the same form to the same group after a time interval (test-retest reliability), or the statistical interrelationship of responses on separate parts of the test (internal consistency).

**Rubric** A scoring tool, or set of criteria, used to evaluate a student's test performance.

**Scale** An organized set of measurements, all of which measure one property or characteristic. Different types of test score scales use different units, such as number correct, percentiles, or item response theory (IRT) scale scores.

**Scale scores** Scores on a single scale with intervals of equal size. The scale can be applied to all groups taking a given test, regardless of groups of students. Scale scores are appropriate for various statistical purposes. For example, they can be added, subtracted, and averaged across test levels. Such computations permit educators to make direct comparisons among examinees, compare individual scores to groups, or compare an individual's pre-test scores within a specific content area in a way that is statistically valid. This cannot be done with percentiles or grade equivalents.

**Selected-response item (also called "multiple-choice item")** A question, problem, or statement (called a "stem") that appears on a test followed by two or more answer choices, called "alternatives" or "response choices." The incorrect choices, called "distractors," usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem.

**Speededness** A test characteristic, dictated by the test's time limits, that results in a test-taker's score being dependent on the rate at which work is performed as well as the correctness of the responses. The term is not used to describe tests of speed. Speededness is often an undesirable characteristic.

**Standard deviation** A statistic used to express the extent of the divergence of a set of scores from the average of all the scores in the group. In a normal distribution, approximately two-thirds (68.3 percent) of the scores lie within the limits of one standard deviation above and one standard deviation below the mean. The remaining scores are equally distributed by more than one standard deviation above and below the mean.

**Standard error of measurement (SEM)** Measurement error is associated with all test scores. The standard error of measurement (SEM) is an estimate of the amount of error to be expected in a score from a particular test. This statistic provides a range within which a student's true score is likely to fall. The smaller the standard error of measurement, the smaller the range in which the student's true score would likely fall and the more accurate the test score.

**Standards performance index (SPI)** An estimate of the number of items that a student could be expected to answer correctly if there had been 100 such items for that standard.

**Stimulus** A passage or graphic display about which questions are asked. Sometimes called a "prompt."

**Test** A device or procedure designed to elicit responses that permit an inference about what a student knows or can do.

**Validity** The degree to which accumulated evidence and theory support specific interpretations of test scores proposed by users of a test.



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# WSAS

# Policy & Procedure

# Manual





# Table of Contents

<b>Introduction</b>	1
<b>Laws and Regulations</b>	2
Federal Testing Requirements—No Child Left Behind Act (NCLB)	2
State Statutes	2
<b>State Assessment Procedures</b>	4
Calculator Use for Statewide Assessments	4
Retention of WKCE Test Books	5
Retention of WAA-SwD Test Books	6
Destruction of WKCE Test Books	6
<b>Accountability for All Students</b>	7
Parent Opt-Out	7
Accommodations	7
Selection of Appropriate Assessment for Students with Disabilities	7
Students with Disabilities—Out of District (SwD-OD)	7
Assessment of 504 Students	7
<b>WKCE Test Administration</b>	8
Testing Structure and Session Timing	8
Administering WKCE Makeup Sessions	8
WKCE Proctor Guidelines	8
WKCE Translator Guidelines	9
<b>WAA-SwD Test Administration</b>	10
WAA-SwD Testing Structure and Session Timing	10
WAA-SwD Test Administrator Guidelines	10
<b>Test Security</b>	11
Student Review of Test Materials	11
Process for Public/Parental Review of Test Materials	11
Process to Report Test Security Violations and Sanctions	12
Process of Handling a Test Security Violation at DPI After a Complaint Is Received	13
Security Procedures	14
<b>Special Circumstances</b>	16
Students Moving In and Out of the District During the Test Window	16
Suspended and Expelled Students	16
Home-Schooled Students	16
Homebound or Hospitalized Students	16
Students Attending Alternative Schools	17

Students Attending Private Schools.....	17
Students Who Participated in WSAS Last Year and Are Still Enrolled in the Same Grade This Year.....	17
Testing Accommodations.....	17
Students with Disabilities (SwD) Placed by the District of Residence in Another School Outside the District (OOD).....	17
<b><i>Large-Print/Braille/Scribing.....</i></b>	<b><i>18</i></b>
Braille.....	18
Large-Print.....	18
Scribing.....	18
Appendix A: The Assessment Accommodations Matrix.....	20
Appendix B: Confidentiality Agreement.....	27
Appendix C: Common Errors in Packing/Returning WSAS Materials.....	28
Appendix D: Dos and Don'ts in Administration of the WSAS.....	30
Appendix E: ELL Decision Process .....	33
Appendix F: WKCE Proctor Guidelines.....	34

# Introduction

The purpose of this manual is to provide Wisconsin educators a detailed explanation of the policies involved in the administration of the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). To ensure a smooth implementation of the testing program, everyone must be familiar with this manual.

# Laws and Regulations

## Federal Testing Requirements—No Child Left Behind Act (NCLB)

The federal No Child Left Behind Act requires all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10). Also, all students are required to be tested in science, once at elementary, middle, and high school levels (grades 4, 8, and 10). These tests are referred to as the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). Student performance on these assessments is reported in proficiency categories and used to determine the Adequate Yearly Progress (AYP) of students at the school, district, and state levels. Currently, science is not used as a separate content area for AYP calculations but is used in part for safe harbor.

Title I, part A, Sec.612 (17)(A) of IDEA requires that students with disabilities are to be included in general State assessment programs, with appropriate accommodations when necessary. As appropriate, the State or local educational agency (i) develops guidelines for the participation of students with disabilities in alternate assessments for those students who cannot participate in state-wide and district-wide assessment programs, and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

The complete NCLB language is available at the U.S. Department of Education (ED) Web site at <http://www.ed.gov/nclb/landing.jhtml>.

## State Statutes

1. Wisconsin law s. 118.30 requires the state to test students in English language arts, science, social studies, and writing in grades 4, 8, and 10. These tests are referred to as the Wisconsin Student Assessment System (WSAS), which includes the WKCE and the WAA-SwD. The WKCE is a criterion-referenced assessment designed to compare a student's strengths and needs with clearly defined standards, skill levels, or areas of knowledge. The WAA-SwD is a performance-based test aligned to extended grade band standards. For more information, please go to <http://www.legis.state.wi.us/statutes/Stat0118.pdf>.
2. The Wisconsin Department of Public Instruction (DPI) is required, under Standard (r) of Section 121.02(1) of the Wisconsin Statutes, to test all public school third-graders in reading every year. This requirement is met with the WKCE and WAA-SwD grade 3 reading assessments.
3. Public/parental review of test materials—Please see page 11 for information.
4. Parent opt-out—Upon the request of a pupil's parent or guardian, the school board shall excuse the pupil from taking an examination in grades 4, 8, and 10, administered under sub. (1m) per Wis. Stats. 118.30 (1r) 2.3. Please refer to page 7 for information on parent opt-out in grades 3, 5, 6, and 7.
5. As required in State Stat. 121.02 School district standards, (1) Except as provided in s. 118.40 (2r) (d), each school board shall: (c) Provide remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs: 1. The pupil fails to meet the

reading objectives specified in the reading curriculum plan maintained by the school board under par. (k). 2. The pupil fails to score above the state minimum performance standard on the reading test under par. (r) and: a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or b. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.

6. Chapter PI 13 Wisconsin Administrative Code requires that each district annually assess English language learners for English language proficiency using DPI-approved tests. ACCESS for ELLs™ is the required test for this annual assessment.
7. As per State Statute 118.33 (6) (a) 1: Each school board shall adopt a written policy specifying the criteria for promoting a pupil from the 4th grade to the 5th grade and from the 8th grade to the 9th grade. The criteria shall include the pupil's score on the examination administered under s. 118.30 (1m) (a) or (am), unless the pupil has been excused from taking the examination under s. 118.30 (2) (b); the pupil's academic performance; the recommendations of teachers, which shall be based solely on the pupil's academic performance; and any other academic criteria specified by the school board.

# State Assessment Procedures

These practices set forth by DPI are provided to illustrate ethical and professionally responsible practices in educational assessment for use by all individuals engaged in the administration, interpretation, and use of the WKCE and WAA-SwD, and in the reporting of results from these assessments. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, DPI staff, and educational research and policy professionals.

## Calculator Use for Statewide Assessments

During the development phase of the WKCE, educators, administrators, statewide committees and mathematics leaders, including the Wisconsin Mathematics Council Board of Directors and past presidents, were consulted regarding the use of calculators on statewide assessments. The consensus of the various groups was that calculators are a tool of mathematics and are used to enhance learning. Calculators are not a replacement for student knowledge of basic computation and estimation skills. The groups recommended that during statewide assessments, students should be allowed to use the same calculator that is used for classroom instruction. It is important to note that at grades 5–8, the WKCE items have been designed so that scientific or graphing calculators do not give students an advantage over four-function calculators.

The WAA-SwD is based on the Extended Grade Band Standards, which do not include calculator skills. During the development of the WAA-SwD, educators determined that the number of computation items was relatively small and therefore the use of calculators was not necessary.

In consultation with state educators, administrators, and mathematics leaders, the Wisconsin Department of Public Instruction established specifications for the use of calculators on statewide mathematics assessments beginning November 2005:

- |                                   |  |
|-----------------------------------|--|
| ✓ WKCE Grades 3 and 4:            | No calculators permitted during any session                    |
| ✓ WKCE Grades 5, 6, 7, 8, and 10: | No-calculator sessions <u>and</u> calculator-required sessions |
| ✓ WAA-SwD Grades 3–8 and 10:      | No calculators permitted during any session                    |

The use of calculators for the WKCE varies by grade. CTB/McGraw-Hill provides punch-out tools (including rulers) but does not supply calculators. Calculators must be provided by the school district. For **all** grades, calculators or other electronic devices that possess any of the following features are not permitted. (Please refer to the Assessment Accommodations Matrix for exceptions.)

- QWERTY keyboard
- devices that perform algebraic representations (ability to use and view expressions, equations, and formulae)
- devices that make noise or “talk”
- touchscreen, electronic writing pad, pen-input or stylus-driven entry systems
- removable memory units
- image capture or video recording or transmission
- sound recording or transmission
- wireless communication (infrared, Bluetooth®, Wi-Fi®, cellular, radio, etc.)

### *WKCE Grades 3 and 4*

Mathematics Session 1 and Part A of Session 4 measure computational skills. For that reason, use of calculators for those sections of the test is not allowed for any student, including students whose IEP or Section 504 plan allows for such accommodation. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use the calculator for the comprehension sessions of the Mathematics test. The accommodated students must be tested in a separate room so as not to give the appearance of having an advantage.

### **Grade 3 & 4 Calculator Usage Chart**

<b>Session</b>	<b>Use of Calculators for the WKCE</b>	
	<b>All Students</b>	<b>IEP or 504</b>
<b>1</b>	No	No
<b>2</b>	No	Yes
<b>3</b>	No	Yes
<b>4A</b>	No	No
<b>4B</b>	No	Yes

### *WKCE Grades 5–8*

Students must have access to at least a four-function calculator. Use of a scientific calculator is a student option. Students may use a scientific calculator if they choose to and are familiar with the calculator. The use of graphing calculators is a district decision. If your district has decided to allow graphing calculators, it is imperative for security reasons that examiners clear calculator memories at the beginning and at the end of each session for which calculators are allowed. Follow the manufacturer's directions for clearing each calculator's memory. In grade 5, Mathematics Session 1 and Part A of Session 4 measure computational skills. In grades 6, 7, and 8, Mathematics Session 1 and Part A of Session 5 measure computational skills. For that reason, use of calculators for those sections of the test is not allowed for any student, including students whose IEP or Section 504 plan allows for such accommodation.

### *WKCE Grade 10*

Students must have access to at least a scientific calculator. Students may choose to use a graphing calculator if they are familiar with the calculator. Four-function calculators are not permitted. If students have decided to use graphing calculators, it is imperative for security reasons that examiners follow the directions for clearing calculator memories at the beginning and at the end of each session for which calculators are allowed. Follow the manufacturer's directions for clearing each calculator's memory. Mathematics Session 1 measures computation skills. For that reason, use of calculators for that session of the test is not allowed for any student, including students whose IEP or Section 504 plan allows for such accommodation.

### **Retention of WKCE Test Books**

Quantities of test books delivered to each location will be monitored and verified when returned. Every Wisconsin public school district should keep one copy of the WKCE to meet the Public Access Rules, Wis. Stats. 118.30 (3). Public Access Rules require public schools to make available, upon request within 90 days of the date of administration, any of the required pupil assessments.

Each district may keep **up to 20** copies of the WKCE at each grade level (grades 3–8 and 10). All other unused test books must be returned to CTB/McGraw-Hill. These retained copies are for item analysis and related professional development. These copies must be kept in a single secure location at the district, as they may contain items that will appear on future tests.

### **Retention of WAA-SwD Test Books**

Districts and schools are **not allowed to keep any copies of the WAA-SwD test materials**. DPI and CESAs will have copies on hand for public access and professional development.

### **Destruction of WKCE Test Books**

Districts should securely destroy the 20 copies of WKCE test books retained from previous years that are no longer needed for professional development purposes or parental review. When the district must destroy materials, a “Confirmation of Destruction” form must be completed and sent to CTB/McGraw-Hill. This form is available online at <http://dpi.wi.gov/oea/dacforms.html>.

Allowable methods of destruction:

1. Commercial document shredding/destruction service. If this method is used, a certificate must be secured from the vendor. This method is recommended for larger amounts of test materials.

Examples of vendors that service sites in Wisconsin:

<http://www.piranhapapershredding.com/>

<http://www.shredawayusa.com/>

<http://www.shredit.com/>

2. Crosscut shredders. This is recommended for small amounts of test materials.
3. Incineration.



# Accountability for All Students

## Parent Opt-Out

When a parent or guardian requests that the student be excused from participating in the WSAS, this request must be honored at grades 4, 8, and 10, per Wis. Stats. 118.30 (1r) 2.3. This request may come at any time within the testing window. While not directly addressed by State Statutes, districts may choose to honor parent requests to excuse their child from WSAS testing at grades 3, 5, 6, and 7, at their discretion on an individual basis. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).

## Accommodations

If accommodations to the test are needed, they must be provided. Testing accommodations for students with disabilities should be included in the student’s IEP or 504 plan. Please refer to the Assessment Accommodations Matrix in Appendix A to see if an accommodation is allowed for a given student.

## Selection of Appropriate Assessment for Students with Disabilities

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is intended for students with Significant Cognitive disabilities and is given if the local IEP team determines that the student is unable to participate in the WKCE, even with accommodations. The IEP team will use the WAA-SwD Participation Checklist to determine whether a student will participate in the WKCE, the WKCE with accommodations from the Assessment Accommodations Matrix, or the WAA-SwD. All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.

## Students with Disabilities—Out of District (SwD-OOD)

The district of residence is accountable for the academic progress of students with disabilities who are sent to another district via an Individualized Education Plan (IEP). The test books of the students with disabilities educated outside of their home district due to IEP placement must have either:

- a student label with the correct district-of-residence number (check district ISES data to confirm), or
- the correct district-of-residence number bubbled in on the inside front cover (the Student Information Page) if no label is used.

## Assessment of 504 Students

Under Section 504 of the Vocational Rehabilitation Act of 1973, a student on a 504 plan must be tested, except in extremely rare situations. It is highly unlikely that a school could justify not testing a student based on the student qualification under Section 504 alone. One example for not testing a Section 504 student may be that the student is suffering from acute emotional difficulties resulting from recent severe trauma or a terminal illness. Any 504 student excluded from testing counts as “not tested” for determining Adequate Yearly Progress (AYP).

# WKCE Test Administration

## Testing Structure and Session Timing

The number of sessions administered per day may be adjusted provided the order of the sessions and test times are followed. An entire session must be administered in a single sitting. For possible testing schedules and session timings, please refer to the *WKCE Directions for Test Administration* manuals.

## Administering WKCE Makeup Sessions

Students who are absent for one or more sessions of the WKCE should take the remaining sessions with other students upon their return. Makeup sessions for the missed session(s) may be scheduled for a later time.

## WKCE Proctor Guidelines

Review your plans with proctors prior to WKCE testing. WKCE proctors are trained staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district. They may also include student teachers who normally have responsibility for supervising students.

Parent volunteers should not be allowed to proctor examinations.

Prior to assisting in administering the WKCE, schools and districts should ensure that proctors have received the same preparation and training as teachers and others who administer the WKCE tests.

This training should include:

- becoming familiar with all WKCE ancillary test materials and WKCE procedures;
- becoming familiar with appropriate WKCE testing accommodations;
- ensuring proper test security, including:
  - not allowing students to view the WKCE test materials prior to testing;
  - remaining in the classroom the entire testing time;
  - monitoring to ensure that students do not receive improper assistance during WKCE testing; and
  - preventing and reporting any acts of academic dishonesty, including, but not limited to, cheating, plagiarizing, stealing, or copying the WKCE.
- See Appendix F for WKCE Proctor Guidelines.

WKCE proctors can help:

- arrange the testing room;
- fill in the Student Information Page (if student pre-ID labels are not used);
- prepare punch-out tools for distribution to the students by removing the punch-out tools from the sheets;
- distribute WKCE test materials;
- make sure students are working in the correct place in their WKCE test books;

- supervise students during short breaks (students requiring use of restroom facilities must be escorted by the test administrator or a proctor);
- prevent talking or sharing of answers; and
- collect WKCE materials at the end of the testing session.

As a general rule, one WKCE proctor for every 15 students is recommended.

### **WKCE Translator Guidelines**

*Wisconsin Assessment Guidelines and Accommodations* provides information about the use of translators for English language learners taking the WKCE. Specifically, it states that the following are allowable accommodations:

1. Provide the assistance of a qualified translator to read or translate test items in content areas, orally or in writing (not allowed on English Language Arts or Reading tests).
2. Read questions and content aloud in simplified English, in English as written, or in the native language (not allowed on English Language Arts or Reading tests).

### *Suggested Qualifications of WKCE Translators*

Preference should be given to individuals with Bachelor's Degrees in Modern Languages. When this is not possible, be sure that translators have the following qualifications:

- mastery of the target language;
- familiarity with both cultures;
- extensive general vocabulary in both languages; and
- the ability to express thoughts clearly and concisely in both languages.

Translators should participate in all aspects of staff training related to test administration and test security, with additional training on the guidelines described below.

### *Guidelines for Oral Translation*

1. Test directions, questions, and possible responses should be read to students using as direct a translation as possible. Care should be taken not to alter the intended meaning of the text.
2. While content may be converted into simplified English, this can sometimes alter the intended meaning of the text. When possible, direct translation is preferred.
3. When translating, it is critical to maintain neutrality and not provide any hints of the possible correct answer. Care must be taken to not inadvertently provide cues through body language, facial expression, or voice inflection.

# WAA-SwD Test Administration

## WAA-SwD Testing Structure and Session Timing

The WAA-SwD test may be administered in segments to allow for each student's individual testing needs. Please refer to the WAA-SwD *Directions for Test Administration* manual.

## WAA-SwD Test Administrator Guidelines

WAA-SwD test administrators are licensed professionals (including administrators and teachers) who are employed by the school or district and who are familiar with individual student response style.

Parent volunteers, student teachers, and teacher aides should not be allowed to administer examinations.

Prior to assisting in administration of the WAA-SwD, schools and districts should ensure that test administrators have received preparation and training.

This training should include:

- becoming familiar with all WAA-SwD test materials and procedures;
- becoming familiar with appropriate WAA-SwD testing accommodations.
- not allowing students to view the WAA-SwD test materials prior to testing;

WAA-SwD teacher aides may help test administrators:

- arrange the testing room;
- fill in the Student Information Page (if student pre-ID labels are not used);
- prepare manipulatives for distribution to the students;
- distribute WAA-SwD test materials;
- Record student responses onto the WAA-SwD student Answer Documents;
- supervise students during short breaks (students requiring use of restroom facilities must be escorted by the test administrator or a proctor);
- collect WAA-SwD materials at the end of the testing session.

# Test Security

The primary goal of WSAS test security is to protect the integrity of the examinations. To ensure that trends in achievement results can be calculated across years, a certain number of test questions are repeated from year to year. If any of these questions are made public, the validity of the test may be compromised. This may require the invalidation of the test scores of individuals or entire classes, as well as other disciplinary actions. **The best way to maintain test security is to limit test access to those educators who must have access, and to ensure that all personnel understand the crucial need for test security.** A table of acceptable and unacceptable test preparation and administration practices for instructional and administrative staff is provided in Appendix D of this manual. The following statement appears on the cover of every test book:

TEST SECURITY: All passages, stimuli, and questions used in the Wisconsin Student Assessment System are CONFIDENTIAL and must be kept SECURE at all times. Unauthorized use, duplication, or reproduction of ANY or ALL portions of the test material is prohibited. Violation of security can result in district disciplinary action, prosecution, and/or penalties by the Department of Public Instruction or CTB/McGraw-Hill.

Districts are not allowed to make copies of student writing prompts or copies of test items used in current or previous years. It is also not acceptable to modify a test item and use it for practice.

## Student Review of Test Materials

Students are not allowed to review previous years' tests. Sample test items are provided for practice purposes at <http://dpi.wi.gov/oea/releaseitems.html>.

## Process for Public/Parental Review of Test Materials

PI 20.01 Authority and Purpose: (1) Under 1. 118.30 (3), Stats., the state superintendent is required to allow interested persons to view the WSAS while simultaneously ensuring the security and confidentiality of the examinations. Persons interested in viewing a copy of the tests should submit a written request to the district administrator of the district in which they reside, and the district should arrange with the person to view the test within 90 days of the end of the testing window (but not DURING the testing window). Any review of the test by school staff or a member of the public is restricted by stringent security measures, including:

- the test reviewer must sign a confidentiality agreement form (see Appendix B) prior to reviewing the test;
- the district/school assessment coordinator or qualified designee must be present at the time any person is reviewing the test and should not allow the test out of the room for any purpose;
- the test viewer may not discuss, disseminate, describe, or otherwise reveal the contents of the test to any third party with the intent to violate the copyright or compromise the validity of the test;
- the test viewer may not make copies of the test or any test items, take notes, or otherwise reproduce the test or test items; and
- the test viewer may not publish, or cause to be published, the test or any of the test items.

## **Process to Report Test Security Violations and Sanctions**

Administrators, certified and non-certified school staff, students, and parents must adhere to ethical procedures in testing. Violation of these procedures can be investigated, and appropriate sanctions may be taken by the local school board, DPI, and/or the court system.

School or district staff members must immediately report all incidents of test administration irregularities, breaches of security, or incidents of cheating by students or staff to the District Assessment Coordinator and to the DPI Office of Educational Accountability at (608) 267-1072. When a testing irregularity is alleged to have occurred, DPI will ask the school and district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to DPI as quickly as possible.

After receipt of the fact-finding report, DPI staff will consult with the district on the details of the alleged testing irregularity. Because the validity and reliability of the examinations rest with the department, DPI will ultimately determine whether the irregularity should be declared a testing violation, whether the WKCE results should be invalidated, and at what level. This may impact the Wisconsin School Performance Report and/or the determination of Adequate Yearly Progress (AYP). At the school and district levels, this could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest. When test results are invalidated, the student(s) do not receive test results for those content areas. The district should be prepared to explain this to students' parents.

Test security violations may be reported by the school faculty, students, their parents or other family members, and persons in the community. Irregularities can also be detected by erasure analysis, unusual score gains, and other statistical measures.

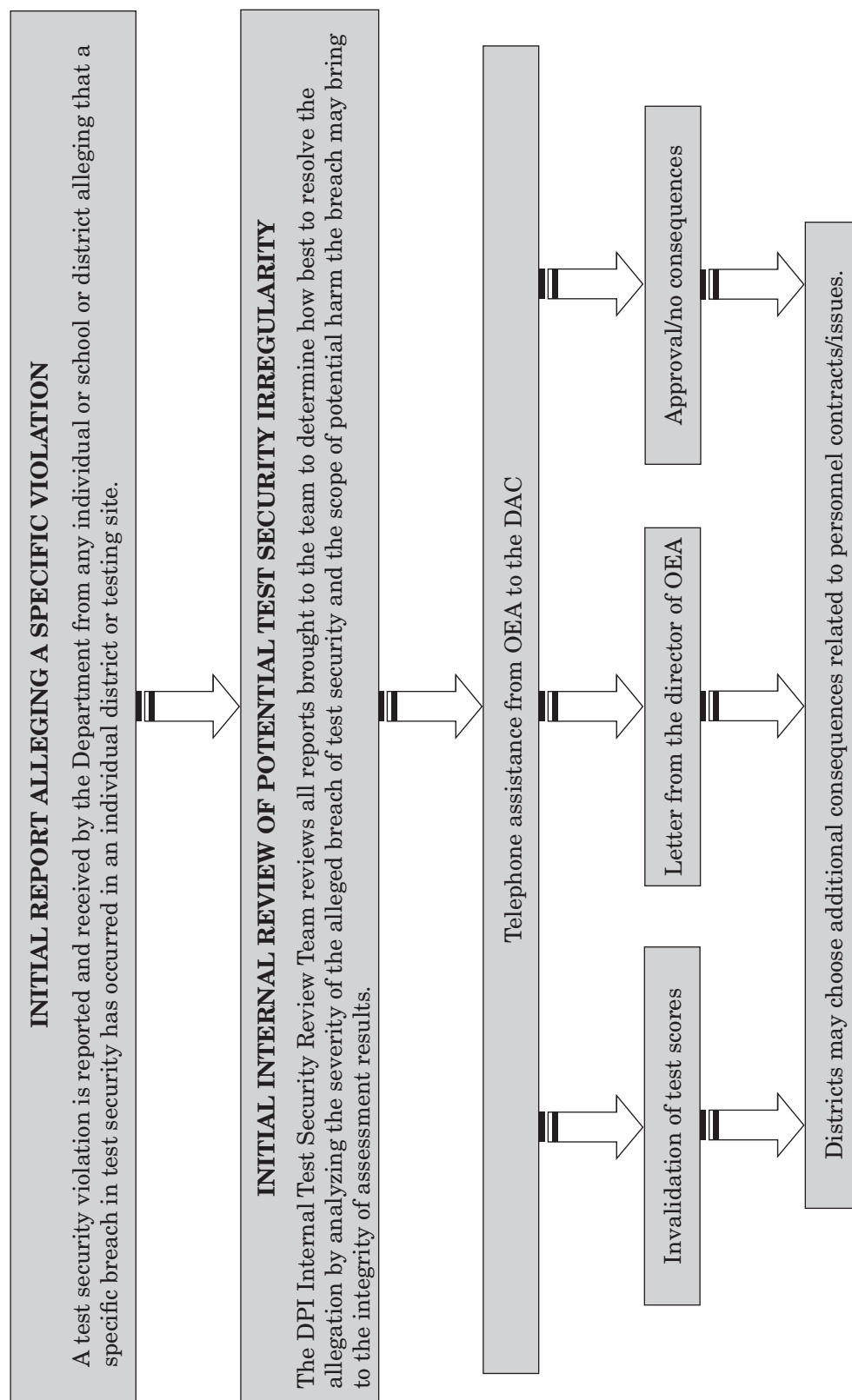
Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples might include a written reprimand, suspension, or termination of contract.

Test security breaches involving student cheating can result in an unfair advantage for that student and compromise the validity of the standardized test. The tests for such students should be invalidated in that content area. DPI should be notified when student tests have been invalidated. Disciplinary measures for students are handled at the school or district level.

## Process of Handling a Test Security Violation at DPI After a Complaint Is Received

A DPI Internal Review Team will investigate and resolve all alleged breaches in test security statewide.

The following is the broad outline of the internal investigative procedures:





## Security Procedures

The purpose of test security procedures is to describe what constitutes ethical and unethical practices related to the security of test books before, during, and after the WKCE and WAA-SwD test administration.

Districts must develop a protocol for proper test material handling. Failure to handle materials securely may result in test invalidations due to misadministration.

If any questions arise, the DAC and each SAC must be able to assure the state that every step to ensure security of the test books has been taken.

### **The following are requirements for WKCE administration:**

- Secure materials must be delivered to school buildings only during the school's hours of operation.
- Labeling should be done in a secure location.
- All WKCE test materials must be accounted for and stored in a secure and locked location before, during, and after testing.
- The SAC is responsible for the distribution and collection of the test materials to and from the WKCE test proctors each day of administration.
- WKCE test books must be secured while in the WKCE test proctor's possession, and testing materials must not be stored in classrooms before or after testing.

If WKCE test books are stored in classrooms (e.g., kept under a teacher's desk or placed in a locked cabinet in a classroom), the state cannot be assured test security has been maintained, which may result in test invalidations.

- WKCE test books must be distributed just prior to administration. Test proctors are not to have extended access to materials before administration.
- WKCE test proctors may have access to test books only on the day the content area is assessed. This is to prevent a test being given at the wrong time, which may result in misadministrations.
- Students may not have access to the test books before the first testing session.
- Except for the 20 copies the district is allowed to keep for professional development, all WKCE test books (both used and unused) must be returned to CTB/McGraw-Hill. No test materials may be disposed of at the school or district site.
- All WKCE Large-Print and Braille test books must be included with unused materials and returned to CTB/McGraw-Hill. The scannable test book into which student responses have been transcribed with a **No. 2 pencil** must be returned with the other student test books to be scored.
- Missing WKCE test books or any test irregularities must be reported to the SAC/DAC.
- Proctors should not review completed student answer books for completeness of answers.
- School and district staff should not review completed student answer books prior to shipping.



**The following are requirements for WAA-SwD administration:**

- Secure testing materials must be delivered to school buildings only during the school's hours of operation.
- Labeling should be done in a secure location.
- All WAA-SwD test materials must be accounted for and stored in a secure and locked location before, during, and after testing.
- The SAC is responsible for the distribution and collection of the test materials to and from the WAA-SwD test administrators each day of administration.
- WAA-SwD test materials must be secured while in the WAA-SwD test administrator's possession.
- Test books may be reviewed by WAA-SwD test administrators up to two weeks prior to the testing window so that administrators can prepare necessary manipulatives.
- Students may not have access to the WAA-SwD test materials before the first testing session.
- The district is not allowed to keep any WAA-SwD test materials. All test books and WAA-SwD student Answer Documents (both used and unused) must be returned to CTB/McGraw-Hill. No test materials may be disposed of at the school or district site. DPI and CESAs will have a copy for public access and professional development, if needed.
- All WAA-SwD Braille test books must be included with unused materials and returned to CTB/McGraw-Hill. The scannable WAA-SwD student Answer Documents onto which student responses have been transcribed with a **No. 2 pencil** must be returned with the other student test books to be scored.
- Missing WAA-SwD test books and student Answer Documents or any test irregularities must be reported to the SAC/DAC.

## Special Circumstances

All students enrolled in the district must be tested. This includes, but is not limited to, students with special needs or circumstances, migrant students, homeless students, suspended and/or expelled students, and homebound or hospitalized students.

### **Students Moving In and Out of the District During the Test Window**

If a student has moved to another district within Wisconsin before any testing has been done, mail the student's testing label to the new district. The student's new school will use the label and submit the student's test book under its own School Header Sheet, so the results will go to the new school and be included in summary reports and Adequate Yearly Progress (AYP) calculations for the new school.

If the student leaves your school or district with some, but not all, the testing completed, the student's testing label and partially completed WKCE test book or WAA-SwD student Answer Document should be sent to the new school or district to complete testing. The new district will finish testing the student and place that student's WKCE test book or WAA-SwD student Answer Document under its School Header Sheet. The new student will be included in AYP calculations for the new school/district, but will not be considered a Full Academic Year student.

If the student leaves the school with all academic content areas completed, the test book should be sent to CTB/McGraw-Hill for scoring and reporting. When you receive the Individual Profile Report for that student in the spring, please forward it to the new school district.

If the student leaves the school/district before testing begins and enrolls in a new school but does not attend the new school until after the testing window, the new school is responsible for the student and that student will be counted as a non-participant. For more information about students moving in and out of the district during testing, go to <http://dpi.wi.gov/oea/wkce.html>.

### **Suspended and Expelled Students**

The school is accountable for testing any expelled or suspended student who remains enrolled in the district during the testing window.

### **Home-Schooled Students**

The school/district is neither responsible nor permitted to include a home-schooled student in your WSAS testing, including those enrolled in your district for two or fewer classes per day.

### **Homebound or Hospitalized Students**

Homebound students who remain enrolled in the district are the district's responsibility in terms of testing. However, there is a test security issue that needs to be carefully considered when dealing with homebound or hospitalized students. Allowing test books to leave the school building may result in lost, stolen, or mishandled test books. If you must test the student at home, be sure that the person who is taking the test book to the home of the student is a professional, licensed, employed district staff member. To protect the integrity of the testing process, make sure that the student has no assistance from a parent during test administration. Use the same procedures and precautions when testing a hospitalized student.

Each of these situations is unique. While federal law is stringent when it comes to test participation, educators know there are sometimes unique situations where it would not be advisable to test a student. However, please keep in mind that children might wish to be included in everything their peers are doing, and that non-tested students count against a school and district for AYP purposes.

### **Students Attending Alternative Schools**

The district is responsible for testing students attending alternative schools who are enrolled in the district.

Virtual schools are responsible for testing all students enrolled in grades 3–8 and 10 in the school, regardless of the student's residence.

### **Students Attending Private Schools**

The school district is not responsible for testing private school students. Every year, private schools are invited to participate in the WSAS. Each private school is responsible for ordering test materials, administering the test, returning test books to CTB/McGraw-Hill for scoring, and receiving and distributing their students' test results. The private school is also responsible for paying the contractor directly for the cost of scoring and reporting the test.

### **Students Who Participated in WSAS Last Year and Are Still Enrolled in the Same Grade This Year**

The school must administer the WSAS to all students enrolled in grades 3–8 and 10 during the testing window, no matter how many times that student has participated in a grade's WSAS in the past. Some students will take the WSAS at the same grade level for consecutive years.

### **Testing Accommodations**

#### *Reading the WKCE Test*

Mathematics, Science, Language Arts, and Social Studies Tests—Questions and content may be read to English Language Learners and students with disabilities if their IEP allows for it.

Reading Test—Neither the questions or the content may be read to the student. Reading the Reading test will change the focus of the test from reading to listening comprehension, thereby invalidating the test results.

Please refer to the Assessment Accommodations Matrix for more information.

### **Students with Disabilities (SwD) Placed by the District of Residence in Another School Outside the District (OOD)**

Scores of SwD-OOD will be reported to the district of residence in the WSAS. The test results for these students will be summarized with the scores of students in the free and appropriate public education (FAPE) district, although the district of attendance will also receive copies of the student's results. It is important to note that unless an SwD-OOD is attending school in the district under Open Enrollment or Chapter 220, the district of residence is accountable for this student's scores and performance.

## Large-Print/Braille/Scribing

Braille and/or Large-Print editions of the WKCE are available for blind or visually impaired students in your school or district. Special accommodations may be necessary when administering the test to them. Please check the student's Individualized Education Program (IEP) for any special accommodations. For those districts that have ordered and received Braille and Large-Print editions, administration manuals will be included in the shipment of test materials.

### Braille

Students who take the WKCE Braille edition may use a Braille device called a "Braille" or "Braille Writer." School staff must transcribe verbatim the student's responses into a regular WKCE test book and return it to CTB/McGraw-Hill with the rest of the students' test books for scoring. The used Braille test book must be returned with the unused test books.

Test scores for students who take the Braille edition of the WKCE include all criterion-referenced and proficiency-level scores provided under the WSAS.

The Braille edition of the WAA-SwD is created and distributed by DPI.

### Large-Print

Students who take the WKCE Large-Print edition mark their responses directly in the Large-Print test book. School staff must transcribe verbatim the student's responses into a regular WKCE test book and return it to CTB/McGraw-Hill with the rest of the students' test books for scoring. The used Large-Print test book must be returned with the unused test books.

Test scores for students who take the Large-Print edition of the WKCE include all criterion-referenced and proficiency-level scores provided under the WSAS.

The WAA-SwD is printed in 18-point type. If a student requires additional magnification and it is on the student's IEP, please refer to the Assessment Accommodations Matrix, beginning on page 20, for what is allowable.

### Scribing

- A scribe must record student responses verbatim.
- All scribing should be done with a No. 2 pencil; responses scribed in ink will not be scored.
- When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
- Translators who scribe student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. The Writing test must be scribed in English.

If a student's answers are documented in a manner other than the regular test book (e.g., audio recording, Braille version, and computer response), the following procedures must be followed to transcribe the student's responses:

- The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a No. 2 pencil to be scored.
- The scribe transcribes student's responses verbatim, including spelling, formatting, and punctuation.
- Test security must be maintained. After answers are transcribed, destroy all electronically saved student responses, including audiotapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, and printed copies of computer responses) must be returned with non-scorable test materials.

# Appendix A: The Assessment Accommodations Matrix

## THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009



### General considerations for the use of accommodations on state and district assessments:

- Accommodations for a student with a disability must be documented on a current IEP or 504 plan.
- Accommodations should be consistent with day-to-day instructional methods.
- Accommodations should not be first introduced during testing; students should be comfortable using accommodations.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor appropriate use of accommodations by comparing actual assessment accommodations received with those stated in the student's IEP or 504 plan.

### The matrix on the following pages outlines allowable assessment accommodations specific to different groups of students.

#### **All Students:**

- Includes students without disabilities.
  - These accommodations should be used on an **as needed** basis only.
  - These options are available to students who, due to unique circumstances, may be able to demonstrate their learning more accurately through the use of accommodations.
- Examples of unique circumstances:
- A student with a broken arm may need a scribe.
  - A student who forgot to wear eyeglasses may need a visual magnification device.

#### **Students with Disabilities:**

- Students who have a current IEP or 504 plan.
- Accommodations provided for testing must be documented on an IEP or 504 plan.

#### **English Language Learners:**

- For ELL students, levels 1 through 5.
- Accommodations provided for testing must be determined by the student's teacher(s).

#### **Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD):**

- For students with significant cognitive disabilities whose IEP teams have determined, using the Participation Checklist (<http://dpi.wi.gov/sped/doc/form-i7a.doc>), that the student is instructed in Extended Grade Band Standards and participates in WAA-SwD.
- WAA-SwD is administered differently than WKCE; therefore, some accommodations allowed on WKCE are not applicable (N/A). For example, an individual test setting (#36) is N/A because every student takes the WAA-SwD individually as part of the standard test administration.
- Some participants in WAA-SwD may be students with disabilities who are English language learners; these students may have translations provided to them following the same guidelines for translators for WKCE.

#### **Allowable Test Preparation Activities and Motivational Strategies for All Students**

- ❖ Teach test-taking skills: familiarize students with format of test questions and strategies for thinking through items.
- ❖ Administer practice activities.
  - WKCE Reading and Mathematics released test items: <http://dpi.wi.gov/oea/releaseitems.html>
  - WAA-SwD sample items: <http://dpi.wi.gov/oea/waa.html>
  - NAEP released items have some similarity to WKCE items: <http://nces.ed.gov/nationsreportcard/itmrts/>
- ❖ Provide treats, snacks, or prizes, as appropriate.
- ❖ Provide verbal encouragement of students' efforts.
- ❖ Encourage students who may be reluctant to begin assessment.
- ❖ Encourage students who may be frustrated to sustain effort longer.
- ❖ Encourage students to remain on task.

# THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD Wisconsin Alternate Assessment for Students with Disabilities
		All Students	Students with Disabilities	English Language Learners	
I. Test Directions <sup>1</sup>					
1	Read directions aloud and reread as needed.	•	•	•	N/A
2	Use an audio recording <sup>4</sup> of directions.	•	•	•	N/A
3	Use directions that have been marked <sup>2</sup> or highlighted <sup>3</sup> by teacher or student.		•	•	N/A
4	Simplify, explain, clarify, or translate <sup>8</sup> language in directions.		•	•	•
5	Have student reread and/or restate directions in his/her own words.		•	•	•
6	Use sign language or oral interpreters for directions.		•	•	•
II. Content Presentation					
7	Use visual magnification devices.	•	•	•	•
8	Use audio amplification devices.	•	•	•	•
9	Use a colored overlay.	•	•	•	•
10	Use page markers (e.g., bookmark or straight edge) to maintain place.	•	•	•	•
11	Allow student to mark test book in approved locations with a #2 pencil. <sup>2</sup>	•	•	•	•
12	Allow student to mark test book in approved locations with highlighter. <sup>3</sup>		•		•
13	Turn pages for student.		•		N/A
14	Provide Braille or large-print edition of the test. a. For WKCE Braille and large-print editions, student responses must be transcribed with #2 pencil into regular test book. <sup>5</sup> b. For WAA-SwD Braille edition, student responses are recorded onto WAA-SwD answer document. <i>Note: WAA-SwD uses large-print font, so there is no separate WAA-SwD large-print edition.</i>		•		•
15	Provide an extra test book for student to view so he/she does not need to flip back and forth in test book. Answers must be recorded in one test book.		•		N/A
16	Sign questions and content to student. Not allowed on Reading test.		•		•
17	Student uses a text-talker converter. <sup>4</sup> Not allowed on Reading test.		•		•



# THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD Wisconsin Alternate Assessment for Students with Disabilities
		All Students	Students with Disabilities	English Language Learners	
II. Content Presentation, continued					
18	For all subjects except the Reading test, read questions and content to student. Not allowed on Reading test.		•	•	N/A
19	The Reading test may be read aloud to a student in the following cases, only: a. For a student with visual impairments who is not proficient in contracted Braille, the WKCE Reading test passages and questions may be read aloud. <sup>7</sup> b. For a student with visual impairments who is not proficient in un-contracted Braille, the WAA-SwD “Read by Student” Reading test items may be read aloud. <sup>7</sup>		•		•
20	Provide a qualified translator <sup>8</sup> to translate questions and content to native language, either orally or in writing. Student responses must be documented in regular WKCE test book or WAA-SwD answer document. Not allowed on Language Arts or Reading tests. a. For Spanish and Hmong, use state-provided translation scripts (WKCE) read orally by a translator or read independently by the student.			•	•
21	Provide audio recording <sup>4</sup> by qualified translator <sup>8</sup> of test items in native language. Not allowed on Language Arts or Reading tests.			•	N/A
22	Provide bilingual word lists or word-to-word translations. Not allowed on Language Arts, Reading, or Writing tests.			•	•
23	Read test items or provide audio recording <sup>4</sup> of test items in English that is simplified for words not related to content or vocabulary. <sup>9</sup> Not allowed on Language Arts or Reading tests.			•	•
III. Response					
24	Student in grade 3 or 4 uses a calculator and/or multiplication table on all sections of the Mathematics test except sections measuring computation skills (refer to the Test Administrators’ Manual).		•		N/A



## THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD Wisconsin Alternate Assessment for Students with Disabilities
		All Students	Students with Disabilities	English Language Learners	
III. Response, continued					
25	Use graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that are transcribed <sup>5</sup> into test book.	•	•	•	•
26	Use Braille writer <sup>4</sup> for recording responses, and transcribe <sup>5</sup> into WKCE test book or WAA-SwD answer document.		•		•
27	For selected response items, student indicates responses to a scribe orally, by pointing, or by using a communication device. <sup>5</sup>	•	•	•	N/A
28	For constructed response items, student indicates responses orally to a scribe. A scribe may also be used to complete the Writing prompt for a student who is unable to provide a written response that can be scored. <sup>5</sup>	•	•	•	N/A
29	Student responds orally or in writing in his/her native language and a translator <sup>8</sup> records/translates student responses into regular test book in English. <sup>5</sup> Not allowed on Writing test.			•	•
30	Student uses sign language to indicate responses to a scribe. Not allowed on Writing test. <sup>5</sup>		•		•
31	Student reads out loud to him/herself in an individual setting. No interaction with the test administrator is allowed beyond what is described in the Test Administrators' Manual.		•	•	N/A
32	Student records responses using an audio or video device. <sup>4</sup> a. Test administrator transcribes student's responses into regular test book. <sup>5</sup> Not allowed on Writing test. b. For Writing test and/or other tests, student watches/listens to his/her recorded responses <sup>4</sup> and transcribes into regular test book.	•	•	•	N/A
33	Student uses computer or word processor for recording <sup>4</sup> responses that are then transcribed <sup>5</sup> into regular test book. For the Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off; for the Mathematics test, the calculator function must be turned off for non-calculator sessions.		•		•
34	Provide spelling assistance or a spell-check device, where appropriate. Not allowed on Language Arts or Writing tests.		•	•	N/A

## THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD Wisconsin Alternate Assessment for Students with Disabilities
		All Students	Students with Disabilities	English Language Learners	
IV. Setting					
35	Provide distraction-free space or alternative location for student (e.g., study carrel, front of room) where he/she is most comfortable.	•	•	•	•
36	Student takes test in an individualized and supervised setting.	•	•	•	N/A
37	Student takes test with a small group or a different class.	•	•	•	N/A
38	Homebound or hospitalized student takes test at home or in a care facility (e.g., hospital) with district supervision.	•	•	•	•
39	Student uses adaptive furniture.	•	•	•	•
40	Student uses special lighting and/or acoustics.	•	•	•	•
41	Allow student to move, stand, or pace during individual administration.		•		•
V. Timing/Scheduling					
42	Breaks: allow student to take breaks without exceeding total testing time. <sup>6</sup> <i>Example:</i> The time allotment for a session of the WKCE is one hour. Instead of scheduling the test 9:00–10:00 A.M., the test may be scheduled 9:00–10:15 A.M. with a 15-minute break while still maintaining one hour to take the test.	•	•	•	N/A
43	Extra time: provide extra time for any timed test, as long as a test session is completed within the same day the student started the session. <sup>6</sup> <i>Example:</i> The time allotment for a session of the WKCE is one hour. Time may be extended for as long as the student needs to complete this session, as long as one session is completed within the same day it has been started.		•	•	N/A
44	Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session. <sup>6</sup> <i>Example:</i> The WKCE Mathematics has three sessions. All sessions may be given on one day or sessions may be given over two or three days.	•	•	•	N/A
VI. Other					
45	Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill or construct being measured: <ul style="list-style-type: none"><li>All requests for an additional accommodation must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the WSAS Request for Accommodation Form located at <a href="http://dpi.wi.gov/oea/dacforms.html">http://dpi.wi.gov/oea/dacforms.html</a>.</li><li>Once the request is received at DPI, it will be reviewed by a committee to determine whether the request can be approved.</li><li>DPI's approval or non-approval will be returned via fax.</li></ul>				

# THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

## Explanation of Footnotes

### **1 Test directions on WKCE:**

- Any portion of the test book where the word “Directions” appears in a shaded or colored box, typically at the top of a page preceding a particular section of test content.
- Item stems and test questions should not be considered directions.
- Directions may not be expanded.

### **2 Marking WKCE test book with #2 pencil:** Students should not make extraneous pencil marks near answer bubbles, other than to mark one correct answer. Students should not mark in any of the follow areas in the WKCE test book:

- the student Pre-ID Barcode on barcode label,
- the timing tracks (the parallel lines along the side of the test book),
- the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- the Litho codes (the squares and numbers across the bottom of the document on the first and last page of the test book).

### **3 Highlighters for WKCE:**

- Highlighters may only be used by students with disabilities in a manner consistent with their day-to-day instruction.
- Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- Use only a highlighter from the following list, which were tested and found to have minimal problems:
  - Avery Hi-liter (regular or thin-tipped)
  - Bic Brite-Liner
  - Sanford Major Accent
  - Sanford Pocket Accent, thin-tipped

### **4 Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using accommodations that involve audio, video or electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

### **5 Use of a scribe:**

- A scribe must record student responses verbatim.
  - All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.
  - When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
  - The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
  - Translators who scribe student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. The Writing test must be scribed in English.
- If a student's answers are documented in a manner other than the regular test book (e.g., audio recording, Braille version, computer response, etc.), the following procedures must be followed to **transcribe the student's responses**:
- The answers must be transcribed into the regular WKCE test book or WAA-SwD answer document with a #2 pencil to be scored.

## THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

- The scribe transcribes student's responses verbatim, including spelling, formatting, punctuation, etc.
- Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined tests, printed copies of computer responses, etc.) must be returned with non-scorable test materials.

**6 Test security during breaks:** Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.

**7 Students who are visually impaired and are not proficient in Braille** may have the Reading portion of the WKCE and the "Read by Student" items in the WAA-SwD read aloud by a test administrator.

- A student's IEP Team should complete *Form I-7-B* Guidelines for Oral Test Administration to Students with Visual Impairments on the WKCE or the WAA-SwD (available at <http://dpi.wi.gov/oea/dacforms.html>)
- The WKCE is available in contracted Braille; if a student designated by his/her IEP Team to take the WKCE is not proficient in contracted Braille and is receiving instruction in reading contracted Braille, the student may have the Reading test passages and items read by a test administrator.
- The WAA-SwD is available in un-contracted Braille; if a student designated by his/her IEP Team to take the WAA-SwD is not proficient in un-contracted Braille, the student may have the "Read by Student" items in the Reading test read by a test administrator.
- Test administrators must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- Students may direct test administrators to reread a portion of a passage, test question, or answer choice as needed.

**8 For students who have test items and/or directions translated into native language:**

- A qualified translator (see [http://dpi.wi.gov/oea/pdf/translator\\_guidelines.pdf](http://dpi.wi.gov/oea/pdf/translator_guidelines.pdf)) should have a Bachelor's Degree in Modern Languages. When this is not possible, be sure that a translator has the following qualifications:
  1. mastery of the target language
  2. familiarity with both cultures
  3. extensive general vocabulary in both languages
  4. ability to express thoughts clearly and concisely in both languages
- Translators should participate in all aspects of staff training related to test administration and test security, with additional training on the guidelines described in the guidelines on the link given above.
- For more information about state provided scripts available in Spanish and Hmong for WKCE, please see <http://dpi.wi.gov/oea/ells.html>.
- In order for this accommodation to be most effective, students should have content-area knowledge in their native language.

**9 Simplified English:** The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. Example (Grade 5 WKCE Released Item) of a simplified English test item:

The sales receipt below shows the groceries that Jose purchased from the supermarket. What is the estimated cost of Jose's groceries?

*Simplified English:* The receipt below shows the food that Jose bought from the store. Estimate how much money Jose spent on the food.

*Note: It is important that "estimate" remain in this test item because it is part of the standard which is being tested.*

## Appendix B: Confidentiality Agreement

### WISCONSIN STUDENT ASSESSMENT SYSTEM

### AGREEMENT TO MAINTAIN CONFIDENTIALITY

### WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

The test instrument you are about to view was developed for the Wisconsin Student Assessment System (WSAS).

It is important to note that this test is a secure, proprietary test instrument published by CTB/McGraw-Hill with components copyrighted by CTB/McGraw-Hill and other components copyrighted by the Wisconsin Department of Public Instruction. Any disclosure or dissemination of test items to any person will undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Accordingly, the Department of Public Instruction and Wisconsin educators must take every step to assure the security of these test instruments. I hereby agree that I will not disclose any materials (such as, but not limited to: test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research data) related to the Wisconsin Knowledge and Concepts Examinations and the Wisconsin Alternate Assessment at Grades 3, 4, 5, 6, 7, 8, and 10.

I understand the test is a secure, confidential, and proprietary test instrument, and I agree that I will **NOT** do any of the following (including but not limited to):

- Discuss, disseminate, describe, or otherwise reveal the contents of the test to any third party with the intent to violate the copyright or compromise the validity of the test;
- Publish, or cause to be published, the test or any of the test items;
- Make copies of the test or any test items, take notes, modify or otherwise reproduce the test or test items.

Signature		Date
Name	Title	
Organization/Employer Name		
Street Address	City, State, Zip	

## **Appendix C: Common Errors in Packing/Returning WSAS Materials**

### **School Header Sheet (SHS) and School/Group List (S/GL)**

- Principal's signature was missing on the SHS.
- The school's name, instead of the principal's name, was provided on the SHS.
- The number of students on the SHS did not match the number of students on the S/GL.
- The number of students on the SHS or the S/GL did not agree with the number of student test books sent for scoring.
- The student count was not entered on the SHS and/or the S/GL.
- A photocopy of the SHS was sent instead of the original. (Photocopies cannot be scanned.)
- The school code entered on the SHS was incorrect and did not match the code provided by the DPI.
- The school code was not provided.
- A copy of the SHS or the S/GL from a previous year was used.
- An SHS or an S/GL from another school was used. (These forms are precoded and are not interchangeable.)
- Student test books were returned for scoring without an SHS or an S/GL.

### **Student Pre-ID Labels and Student Information Pages**

- Student test books were returned without student pre-ID labels affixed to the front covers or with incomplete Student Information Pages.
- Student pre-ID labels were placed randomly on test books.
- The master labels were used instead of the barcoded labels.
- The student pre-ID labels were used for test books other than WKCE test books.
- Student information on the student pre-ID labels was modified by school staff.
- The student's name was inconsistent on the front and back covers or did not match enrollment records.
- Student pre-ID labels were partially ripped off and unscannable.
- Student biographical information was not bubbled in correctly on the Student Information Page.

### **Braille or Large-Print Editions**

- Braille or Large-Print test responses were not transcribed verbatim into a WKCE test book or WAA-SwD student Answer Document.

### **Shipping and Mailing**

- A district requesting pickup of test materials did not leave any identifying information.



- Boxes containing student test books were improperly marked (e.g., “Stack 5 of 3” or multiple boxes marked “1 of 3”).
- Student test books were not sorted by grade.
- Student test books were not sorted by school.
- Districts did not contact CTB/McGraw-Hill for pickup of materials. Rather, they used their own carrier to mail them.

## Appendix D: Dos and Don'ts in Administration of the WSAS

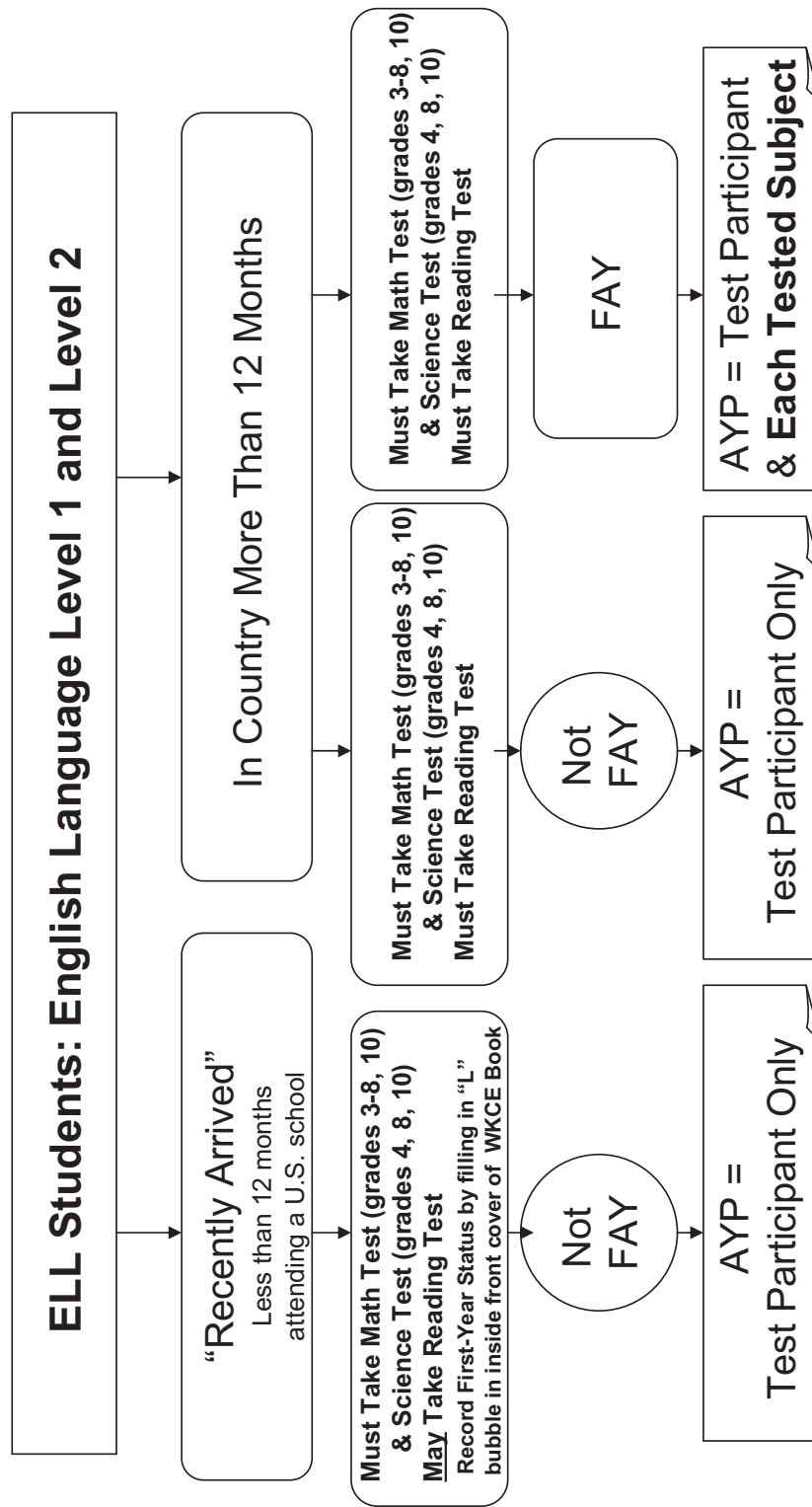
	Do	Don't
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Notify students and parents of the Wisconsin Student Assessment System (WSAS) testing window (October 26 – November 27, 2009).</li> <li>• Read and be knowledgeable about the following resources prior to the administration of the WSAS: <ul style="list-style-type: none"> <li>• <i>Guide for District Assessment Coordinators and School Assessment Coordinators</i>, located at <a href="http://dpi.wi.gov/oea/publications.htm">http://dpi.wi.gov/oea/publications.htm</a></li> <li>• <i>Directions for Test Administration, Grades 3 through 8 and 10</i> (see Web site above)</li> <li>• WKCE general information (including Frequently Asked Questions) located at <a href="http://dpi.wi.gov/oea/wkce.html">http://dpi.wi.gov/oea/wkce.html</a></li> <li>• WAA-SwD general information (including Frequently Asked Questions) located at <a href="http://dpi.wi.gov/oea/waa.html">http://dpi.wi.gov/oea/waa.html</a>.</li> </ul> </li> <li>• Organize your classroom for testing. Here are some suggestions: <ul style="list-style-type: none"> <li>• Plan for distribution and collection of test materials.</li> <li>• Plan seating arrangements to allow enough space between students to prevent sharing of answers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Do not use or modify test items from any year's test books for test-preparation practices, as these items could be used in future years' tests.</li> </ul>



	<b>Do</b>	<b>Don't</b>
<b>Security</b>	<ul style="list-style-type: none"> <li>• Eliminate distractions such as bells or telephones.</li> <li>• Post a Do-Not-Disturb sign on the door of the testing room.</li> <li>• Keep all WSAS examinations locked in a secure storage area or cabinet when not in use.</li> <li>• Account for all WSAS test materials before assessment, during assessment, and after assessment has concluded.</li> <li>• Allow public review of the WKCE. ("PI 28.01 Authority and Purpose. (1) Under s. 118.30 (3), Stats, the state superintendent is required to allow a person to view the 3rd–8th, and 10th grade Wisconsin Knowledge and Concepts Examinations....To the extent possible, the rules shall protect the security and confidentiality of the examinations.")</li> <li>• Allow for public review of the WAA-SwD through DPI or CESA.</li> <li>• Districts must return all WKCE test books to the testing vendor, except for up to 20 WKCE test books at each tested grade level that may be retained for professional-development purposes and one copy to comply with public-access rules and to use for item analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not modify or make any photocopies of the WKCE or WAA-SwD to use as practice tests with students or to use as part of a staff-development opportunity for educators. Sample test items, posted at the DPI web site <a href="http://dpi.wi.gov/oea/wkce.html">http://dpi.wi.gov/oea/wkce.html</a>, can be used in the classroom or for professional development.</li> <li>• Do not copy any current or previous version of the WKCE or WAA-SwD. This includes photocopies, overheads, and written notes. Any form of reproduction of any test item is a violation of copyright laws.</li> <li>• Do not leave WKCE or WAA-SwD test materials in unsupervised or unsecured areas at any time. Always follow the DPI Test Security Guidelines, located at <a href="http://dpi.wi.gov/oea.html">http://dpi.wi.gov/oea.html</a>.</li> <li>• Do not retain any copies of the WAA-SwD at the school or district level. (DPI and CESAs have copies.)</li> </ul>

	Do	Don't
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Make sure you are administering the current year's WSAS at the appropriate grade level. (Do not administer a prior year's WSAS, as the test items are different.)</li> <li>• Have a current school district policy for grade-level classification when determining all students assigned to grades 3–8 and 10.</li> <li>• Indicate starting and stopping times for each testing section on the board.</li> <li>• Adhere to the stop signs at the end of each testing session. Prevent students from going ahead in the test book.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not begin testing prior to the beginning of the test window.</b></li> <li>• Do not allow the following accommodations: <ul style="list-style-type: none"> <li>• Reading a Reading test</li> <li>• Translating the Reading test into another language</li> <li>• Using a calculator on a Mathematics test designed to measure mental computation</li> <li>• Using spelling tools on Writing tests that score the correctness of spelling</li> <li>• Paraphrasing that changes the meaning of the text in order to make the material easier to read and comprehend (This accommodation invalidates scores on the WSAS, as many items on these tests assess content and vocabulary knowledge.)</li> </ul> </li> <li>• Do not include home-schooled students or non-public school students in the WSAS administration.</li> <li>• Do not allow students to proctor the test or monitor younger students taking the test.</li> <li>• Do not provide students with extra time unless specified in the accommodations matrix.</li> <li>• Do not allow students to go back and complete previous sections of the test.</li> </ul>

## Appendix E: ELL Decision Process



## Appendix F: WKCE Proctor Guidelines

A qualified proctor for the WKCE is an employed district staff member (including administrators, teachers, and paraprofessionals) who has been trained in test administration, test security, and appropriate use of test accommodations. All proctors should attend WKCE test administration training within their district prior to each year's test administration. DPI provides a 7-minute test security video segment that can be used to supplement district training available at <http://dpi.wi.gov/oea/webcasts.html>.

### **Responsibilities of a WKCE proctor should include but not limited to the following:**

- Attend WKCE test administration training session such as the test security training for proctors prior to each year's test administration
- Sign a confidentiality form and return to school assessment coordinator
- Ensure security of the WKCE test books before, during, and after testing. Test materials should be stored in a locked central location and not in classrooms.
- Read and follow the directions as stated in the Test Administrator's Manual
- Ensure that students have their assigned test book by asking the students to check the name on the front of the book prior to beginning the session
- Remain in the room throughout the entire test administration and periodically walk around the room to:
  - Ensure that students are not using any prohibited electronic devices
  - Monitor student progress (i.e., check if the students are in the correct content area and session)
  - Ensure that students are filling in the bubbles correctly using a # 2 pencil
  - Make sure that the students are paying attention to the task
- The proctor should ensure that the test sessions are administered within the allotted time.
  - Provide information on what a session means such as "A session has 15 to 20 test questions and it ends with the last item in the page where the STOP sign is present" so that students are not spending too much time on the first items and rushing at the end
  - Provide clear directions on staying in the session of the test being administered
  - Make sure students are progressing and not in page one or two the entire time
  - Proctors should provide a couple of time reminders (e.g., Halfway, 5 minutes to the end of the test)

- Report all testing irregularities to the school assessment coordinator such as
  - Student going back to the previous session or proceeding ahead to the next session
  - Student cheating
  - Use of unallowable accommodations that is not available in the assessment accommodation matrix (i.e., reading the reading test)
- Proctor should always administer one session in a single sitting; however, under unavoidable circumstances such as a fire alarm, students should be instructed to put their pencils down on the current page and close their test books. Proctors should keep a note of the exact time used for that session up until the fire alarm, so that when the students return they can be allowed to continue the test with the remaining time allotted for that session.

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